DOCUMENT RESUME

ED 195 974 CS 005 792

AUTHOR	Smith, Theodore, Ed.
TITLE	Reading Framework for California Public Schools, Kindergarten through Grade Twelve.
INSTITUTION	California State Dept. of Education, Sacramento.
PUB DATE	80
NOTE	73p.: Prepared by the Reading Framework Committee.
AVAILABLE FROM	Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 ($1.75)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Content Area Reading; Curriculum Guides; Elementary Secondary Education; Mainstreaming; Program Content; *Program Development; *Reading Instruction; *Reading Programs; Reading Tests; *Teaching Methods

ABSTRACT

Designed for use by California educators responsible for reading instruction, this booklet (1) provides the basis for development of criteria for materials selection, (2) serves as a resource for inservice training, (3) furnishes guidance for developing reading curricula, and (4) establishes guidelines for aiding program and personnel evaluation. The first section of the booklet discusses the following components of the reading program: reading readiness and listening improvement; oral language development; writing; vocabulary and concept development; comprehension development; decoding/language processing; content area reading; study skills; flexibility, rate, and purpose; reading and literature; and personal reading. Each component is accompanied by lists of goals, objectives, and activities. The second section deals with program planning, including such areas as assessment of student needs, provision for special needs, selection of materials, teaching strategies, and teacher preparation and evaluation. The third section discusses the various contributors to a good reading program, among them the family, administrators, reading specialists, librarians, and the school board. The fourth section reviews several contemporary issues related to reading instruction, including mainstreaming, basic skills, television, and readability formulas. Appendixes contain an outline for an integrated language arts unit, references, a glossary, and criteria for evaluating reading materials. (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED195974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Reading Framework for California Public Schools

Kindergarten Through Grade Twelve

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
California State Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Adopted by the
California State Board of Education

Prepared by the
Reading Framework Committee

Under the direction of the
California State Board of Education
Curriculum Development and Supplemental Materials Commission

CS805792

$1.75

Publishing Information

When the *Reading Framework for California Public Schools* was adopted by the California State Board of Education on July 10, 1980, the members of the Board were Michael W. Kirst, President; Ann Leavenworth, Vice-President; Lewis P. Bohler, Jr.; Marion W. Drinker; William L. Gilbert; Louis Honig, Jr.; Mary McLuhan; Lorenza C. Schmidt; Allan Seid; and Lenore Wax.

The framework, which was developed by the Reading Framework Committee (see page vii), was edited by Theodore Smith and prepared for photo-offset production by the staff of the Bureau of Publications, California State Department of Education. The artwork was created by Cheryl Shawver.

The framework was published by the Curriculum Frameworks and Instructional Materials unit, California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. It was printed by the Office of State Printing and distributed under the provisions of the Library Distribution Act in 1980.

© California State Department of Education, 1980

Ordering Information

Copies of this publication are available for $1.75 each, plus sales tax for California residents (6 percent in most counties; 6½ percent in four Bay Area counties), from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

Other curriculum frameworks published by the Department, together with date of publication and selling price, are as follows:

California Curriculum Frameworks: A Handbook for Production, Implementation, and Evaluation Activities (1977) $.85
Drama/Theatre Framework for California Public Schools (1974) $1.05
English Language Framework for California Public Schools (1976) $1.50
Foreign Language Framework for California Public Schools (1980) $2.50
Health Instruction Framework for California Public Schools (1978) $1.35
Mathematics Framework for California Public Schools (1975) $1.25
Music Framework for California Public Schools (1971) $.85
Physical Education Framework for California Public Schools (1973) $.85
Science Framework for California Public Schools 1978) $1.65
Social Sciences Education Framework for California Public Schools (1975) $1.10 (revision in process)

Several other publications may be of special interest to the users of the *Reading Framework:*

California's Demonstration Programs in Reading and Mathematics (1980) $2.00
Guidelines: Towards Excellence in Reading Programs (1978) $1.50
Handbook for Planning an Effective Reading Program (1979) $1.50
Handbook for Reporting and Using Test Results (1976) $8.50
Survey of Basic Skills: Grade 3 Rationale and Content (1980) $1.50
Test Content Specifications for California State Reading Tests (1975) $.85

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

Foreword

I cannot remember who let me hold my first book—let me listen to the magic of the words—let me turn the pages—smell the ink—feel the fine paper—follow the typography—let me call the book "mine." I hope for children, as early as possible, the excitement that comes from turning the pages of "their" books and of knowing the words as their own. I hope for every child the grand experience that comes from sharing a book with someone he or she loves and of hearing the words lifted off pages of print and made meaningful by a kind and careful voice.

If children have been blessed with someone who has opened books for them, our job in education will have been made much easier. However, if this has not happened, the teacher's first task will be to make reading a pleasant, rewarding experience for that disadvantaged child. Unless we develop in children a desire to read for themselves, all of our other efforts in the teaching of skills will never be much more than mechanical exercises.

The purpose of our instruction must be, as the authors of this reading framework say, to help students "learn to read, read to learn, and read for life," and these tasks "should be viewed as continuous and interrelated." We must show students that reading provides a bridge between them and the world of ideas. Most of all, we must believe in the power of words, we must have traveled that bridge, we must exhibit an attitude toward reading that emits positive responses from those we teach. We must read to them from good books that overflow in our classrooms.

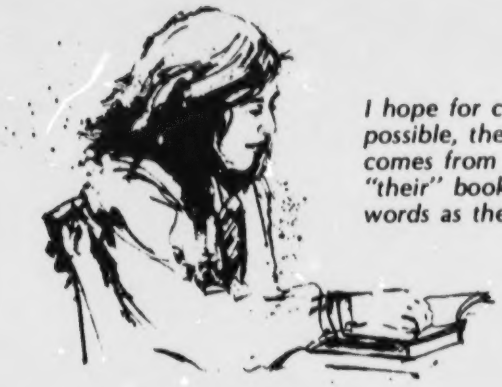
The *Reading Framework for California Public Schools* provides the basic structure for the teaching of reading in California. It has been designed to be used by all the teachers and school administrators in the state who have responsibility for reading instruction, and it should serve as an extension of frameworks in each of the subject areas in which reading is important to a child's educational growth. Because reading cannot be isolated from the other language arts essential to the total communication's process, this framework has a special relationship to the *English Language Framework for California Public Schools,* which the Department of Education published in 1976. I believe school administrators and teachers of reading will find the two documents very helpful as bases for their instructional planning.

The authors of this framework in reading say that "Individuals who can read with understanding hold the key to all of the stored knowledge of civilization." If our teachers can let their students know the power which has been bound together by the creative individuals of this world, they will have put the cumulative experience of all societies within the grasp of each student. We cannot hope for any greater goal; we should not settle for any less.

Wilson Riles

Superintendent of Public Instruction

JAN 1 6 1981



I hope for children, as early as possible, the excitement that comes from turning the pages of "their" books and of knowing the words as their own.

WILSON RILES

Contents

Foreword iii

Acknowledgments vii

Introduction 1

I. The Developmental Reading Program 3

Reading Readiness 6
Listening Improvement 7
Oral Language Development 8
Writing 9
Vocabulary and Concept Development 10
Comprehension Development 11
Decoding/Language Processing 14
Reading in the Content Areas 15
Study/Locational Skills 16
Flexibility, Rate, and Purpose 17
Reading and Literature 18
Personal Reading 19

II. Program Planning 20

Factors at the Preplanning Stage 20
Instructional Components 20
Assessment of Student Needs 23
Provision for Special Needs 24
Instructional Organization 26
Selection of Instructional Materials 26
Elements of an Effective Reading Lesson 27
Instructional Strategies 28
Preparation of Teachers 30
Evaluation of Reading Program 32

III. Contributors to a Good Developmental Reading Program 35

The Family 35
The Student 36
The Teacher 37
The Site Administrator 38
The Reading/Language Specialist 38
The Librarian 39
The Instructional Aide, Volunteer, and Tutor 40
The School Board 41

IV. Contemporary Issues Related to Reading Instruction 43

Early Reading: When and How? 43
Teaching Reading: What Is Effective? 43
Basic Skills: What Are They? 44
Minimal Competency Testing: How? 45
A Sequence of Reading Skills: Is One Better Than Another? 45
Reading Management Systems: How Effective Are They? 46
Readability Formulas: How Reliable Are They? 46
"Mainstreaming": What Does It Mean? 47
Television: What Is Its Effect on Reading? 47
Censorship: How Should the School Deal With It? 48

Appendixes

A. Curriculum Planning for Integrated Language Arts Experiences 49

B. Selected References 52

C. Glossary 56

D. Criteria for Evaluating Instructional Materials in Reading 59

Acknowledgments

Reading Framework Committee

Grayce A. Ransom, Chairperson; Professor of Education, Director of the University of Southern California Reading Center, University of Southern California, Los Angeles

Alice Lukas, Vice-chairperson; Curriculum Coordinator, Fresno Unified School District

Barbara M. Valdez, Secretary; Curriculum Coordinator, North Sacramento Elementary School District

Evelyn Jeanne Ahern, Reading Consultant (retired), San Mateo City School District

John D. Calvert, Coordinator of Research and Evaluation, Sweetwater Union High School District, Chula Vista

William A. Costa, Principal, Newark Unified School District

Florida C. Hyde, Reading Coordinator, Los Angeles Unified School District

Robert L. Lowry, Reading Specialist, Alum Rock Union Elementary School District, San Jose

Sandra Ellyn Pechet, Secondary Teacher, Ocean View Elementary School District, Huntington Beach

Jesse Perry, Specialist, Language Arts, San Diego City Unified School District

Marian Schilling, Consultant, Reading, Language Arts, Division of Curriculum and Instructional Services, Office of the Los Angeles County Superintendent of Schools, Downey

Barbara A. Schmidt, Associate Professor, Teacher Education, California State University, Sacramento

Barbara J. Templeton, Intermediate Teacher, Cajon Valley Union Elementary School District, El Cajon

Myrna L. Tsukamoto, Supervisor, Instructional Support Services, San Francisco Unified School District

Becca J. Wachtmann, Curriculum Coordinator, K—12, Lucia Mar Unified School District, Pismo Beach

Barbara Y. Zussman, Middle School Teacher, Beverly Hills Unified School District

Representative from the Curriculum Development and Supplemental Materials Commission

Sandra Biren, Program Specialist, Reading/Language Arts, San Juan Unified School District; Liaison from the Curriculum Development and Supplemental Materials Commission

Department Consultants to the Committee

Frances Alexander, Consultant, Curriculum Framework and Instructional Materials

Beth Brenemar, Consultant, California Assessment Program

Richard E. Contreras, Curriculum Frameworks and Instructional Materials Unit; Liaison from the State Department of Education, Sacramento

Maritza Giberga, Consultant, Office of Bilingual Bicultural Education

M. Bruce Hagen, Consultant, Right to Read, State Department of Education, Sacramento

José Martinez, Consultant, Office of Program Evaluation and Research

Field Reviewers

Special appreciation is expressed to the field reviewers who took the time to read this framework and to offer their valuable suggestions to the Reading Framework Committee.

Introduction

Reading always has been—and remains—a means of assimilating information, acquiring knowledge, gaining insight, and receiving inspiration from individuals who are not available for face-to-face conversations and interactions. For many people, reading represents an opportunity to transcend the demands and narrow focus of everyday living by offering them a chuckle, a dream, or a look at varied slices of life. The information contained in some written materials is so vital that the ability to read it is a lifesaving experience. Other reading matter is a basic component for earning a living. The ability to read is fundamental to the creation of an informed citizenry. Thus, it is vitally important that the schools of California offer their students the best reading program that their resources permit them to offer.

This edition of the *Reading Framework for California Public Schools—Kindergarten Through Grade Twelve* was authorized by the California State Board of Education to replace the one developed in 1973. It is addressed to all of those groups and individuals who are responsible for providing the best possible reading instruction in the public schools of California. In order for the framework to provide the maximum assistance to those using it, it should be used in coordination with the *English Language Framework*, published in 1976, and a bilingual/bicultural framework, now in preparation.

The purposes of the framework include: (1) providing the basis for development of criteria for selecting instructional materials; (2) serving as a resource for district personnel responsible for in-service education of teachers; (3) furnishing guidance at the state, county, and local levels to individuals who are responsible for developing reading curriculum for the public schools; and (4) establishing guidelines to aid districts in evaluating their reading programs and the abilities of certificated personnel to offer instruction in reading.

While educators agree about the purposes and values of reading, they differ widely in their definitions of reading and the procedures they use or recommend using for providing instruction in reading. The Reading Framework Committee concurs in viewing the teaching of reading as teaching a communication process. As such, the teaching of reading is dependent upon oral language as a base for the concepts and experiences which the reader must bring to print in order to process its meaning.

Since prospective readers come equipped with great variation in oral language proficiency, experiential background, exposure to books, feelings of self-worth, and motivation for school learning, they not only *start* with different needs but also progress at greatly varied rates. Therefore, in this framework—a guide to reading instruction for public education, kindergarten through the twelfth grade—the reading process is viewed as operating on three overlapping and interrelated levels at all stages of the educational continuum:

The ability to read is fundamental to the creation of an informed citizenry.

1. *Learning to read*—In addition to the overall skills of learning to decode and to bring meaning to the printed page, students must learn to read directions, mathematics problems, maps, and many other specialized printed materials.
2. *Reading to learn*—At this level, students read printed material to gain information. They also must learn to recognize the author's purpose and determine whether the material fulfills their needs at that time.
3. *Reading for life*—Students use their ability to read to achieve career goals, to function in society, to pursue hobbies, and to gain personal satisfaction.

Each of the three levels of reading competence, of necessity, includes aspects of readiness for that level, followed by learning, practice, and application.

Reading readiness is viewed as a lifelong process in which the reader prepares to approach new types of reading for new goals in life. Each of the three levels of reading competence, of necessity, includes aspects of readiness for that level, followed by learning, practice, and application.

While the components of a good developmental reading program are set out separately in this framework, they obviously are not discrete elements. In a setting of all of the communication skills, the program elements are interwoven to produce effective readers.

The needs of students are components of any curriculum. The Reading Framework Committee reviewed the development and research findings of the California Assessment Program so that the needs of students throughout the state might be ascertained, at least in part, through that resource. Other needs were identified through the presence on the Reading Framework Committee of teachers of varying subject areas and student age groups. Evaluations from reviewers increased the pool of opinion and practice reflected in the document.

All children should have instruction tailored to meet their individual needs, yet have opportunities to interact with others. A section on providing for special needs was included in the framework to suggest ways of accomplishing these two goals.

Other sections were included in the framework with the intent of increasing its usefulness. Some unresolved concerns about the teaching of reading are discussed under "Contemporary Issues." A glossary was compiled to ensure that readers and authors would have mutual understanding of the language used in the framework. The bibliography includes the references cited under "Helpful Resources" as well as additional references.

The Reading Framework Committee hopes that all educators and all students will profit from this document.

I. The Developmental Reading Program

The foundation for developing an effective reading program is based on understanding the nature of reading, the value of reading, the purposes of reading instruction, and the elements to be included in an effective course of study.

What is reading? Reading is the active process of deriving meaning from written symbolic representations of language. Learning to read develops from learning to use and understand language. During the reading process, meaning depends on the interaction of the reader's experiential background and language abilities with the intended message. When readers are able to make a match between their experience, language abilities, and the author's message, meaning occurs.

Learning to read is a complex process involving decoding, comprehending, and utilizing written language. Many factors influence the outcome: cognition, accurate visual perception, attitudes, motivation, the kind of material to be read, and the effectiveness of the teacher. Success in learning to read also may be affected by the adequacy of the reader's self-perception.

Why teach reading? In our complex society, reading continues to form a bridge between the individual and the world of ideas. It provides an avenue for seeking personal satisfaction in life, experiencing success at all levels of education, selecting a career, and contributing to the well-being of society. Reading is a direct link between an idea and a reader's understanding of that idea, permitting interpretation of the idea on a personal basis. It is an important means of transmitting ideas across cultures and remains one of the best available methods of retrieving data and thoughts.

Individuals who can read with understanding hold the key to all of the stored knowledge of civilization. They are able to enter a limitless arena of thought, imagination, exploration, and enjoyment; to stop and reflect on what is read, leading to more intensive critical thinking about a given subject, to organize ideas from many sources; and to fulfill personal needs and interests.

What is a developmental reading program? A developmental reading program is a school's systematic plan to provide learners the opportunity to start at their appropriate reading levels and to advance toward the goal of becoming proficient readers. The reading materials used in a developmental reading program are simple at the beginning stages and then become more and more linked with the content areas of literature, science, health, mathematics, social studies, industrial arts, and practical and fine arts (including music). In addition, the student in this type of program will gain

Individuals who can read with understanding hold the key to all of the stored knowledge of civilization.

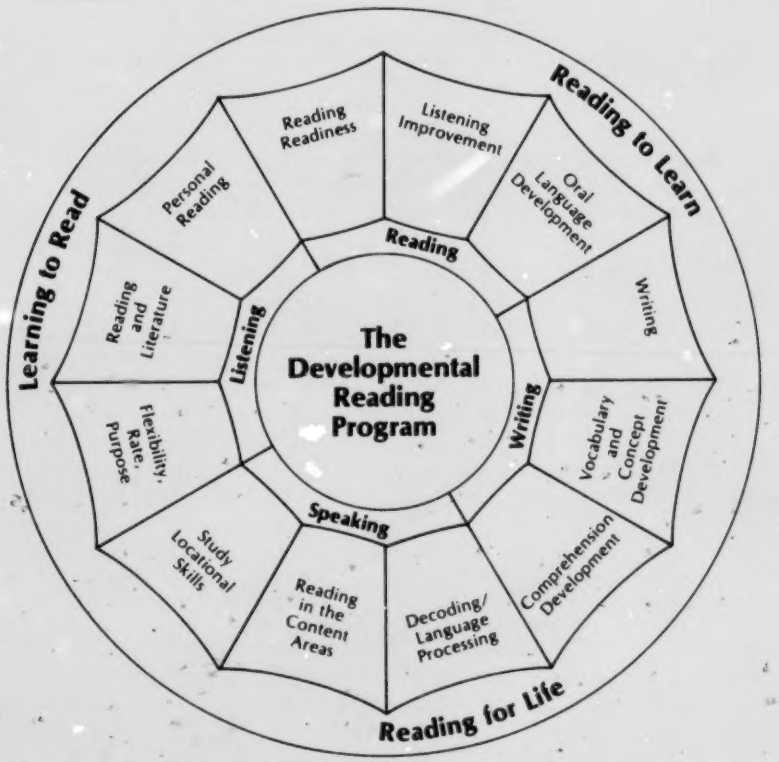
practice in the utilitarian skills of interpreting instructions and other printed information related to daily life.

The home experiences of each learner form the base of the developmental program. The most powerful factors in those experiences are the extent of the student's development and use of language for communication, the patterns of reflective thinking and reasoning the individual has developed (such as a store of accurate concepts), and the pleasurable contacts the learner has had with books and other reading materials.

As indicated in the introduction to the framework, the developmental reading program is viewed as involving three levels: (1) learning to read; (2) reading to learn; and (3) reading for life. For the purposes of discussion in this framework, these levels should be viewed as continuous and interrelated.

The components of a reading program are presented separately in this document to ensure clarity. Nevertheless, it must be understood that in an effective classroom program, they are interwoven. The materials and in-service programs selected for use by a school are very important in maintaining this integration and balance for the particular student body involved.

Learning to read in its beginning stages involves learning a code in a meaningful setting. The code elements of auditory and visual



The developmental reading program is viewed as involving three levels: (1) learning to read; (2) reading to learn; and (3) reading for life.

The reading process is viewed as operating on three levels, and they should be viewed as continuous and interrelated.

Fig. 1. Logotype for a Reading Program

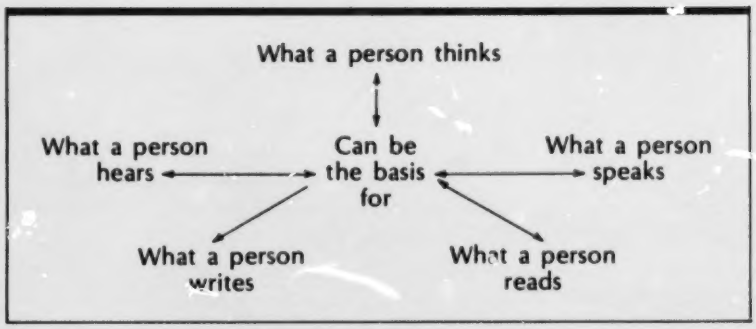


Fig. 2. The Interrelatedness of the Language Processes

perception, phonics, and structural analysis are combined with typographical clues to meaning in the section titled "Decoding/ Language Processing." The section on comprehension presents this skill as a spiraling process which moves from literal meaning through interpretive, critical, and creative reactions.

Students at every level of education vary greatly in the background they bring to the classroom. These variations may involve perception, cognition, language, concept development, or social factors or a combination of several of these factors. A developmental program provides for these differences by including ongoing evaluation and reteaching.

Because oral language patterns have been shown by research to be so important as a base for reading, the framework stresses oral communication throughout all levels of the reading curriculum. Writing and listening also are emphasized as necessary to a successful reading program. Both have been shown by recent research to be important contributors to reading success.

The format used to present the components of a developmental reading program was chosen with the hope that such a format would be helpful to all school and district personnel involved in planning and evaluating reading programs. Those using the framework should remember that the representative objectives and illustrative activities are only a sampling of the many possibilities available to them. The resources suggested also represent only a sample of those available.

The logotype in Figure 1 is designed to emphasize the interdependent and interrelated nature of the components of a reading program and their close relationship with the levels of *learning to read, reading to learn,* and *reading for life.* Figure 1 also shows the relationship of the four language processes—listening, speaking, reading, and writing—to the components of a reading program; and Figure 2 shows the interrelated nature of the four language processes themselves.

What are the components of a reading program? A well-balanced program of instruction will provide for diverse student backgrounds, experiences, interests, and needs while integrating the 12 components (shown in Figure 1) to ensure language growth. The components will be discussed in detail on the pages that follow.

Because oral language patterns have been shown by research to be so important as a base for reading, the framework stresses oral communication throughout all levels of the reading curriculum.

Goals

- The teacher will recognize the importance of readiness as a factor in the process of learning at all levels and will demonstrate increased ability to develop student readiness.
- Students will develop a positive attitude and commitment toward lifelong learning.

Helpful Resources

Allen, Roach V. *Language Experiences in Communication.* Boston: Houghton Mifflin Co., 1976.

Durkin, Dolores. *Teaching Young Children to Read.* Boston: Allyn & Bacon, Inc., 1976.

Pflaum-Connor, Susanna. *The Development of Language and Reading in the Young Child.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Reading Readiness

All instruction in reading is concerned with readiness. Answers to the question, "What are these students now ready to learn?" should define the content and the direction for developing all classroom programs in reading at whatever level of learning.

Learning is an individual process. Each person has a different level of readiness for particular areas of learning, and each person has a different learning style and learning capacity. Reading, an aspect of language learning, is intimately related to all dimensions of a student's growth. Achievement in reading, as in other areas of learning, is dependent on the interrelated aspects of total growth: physical, intellectual, social, and emotional. The student's strengths and weaknesses in all of these areas must be considered in developing personal reading experiences. Undue pressure on students can retard rather than advance their learning.

Language is a human and noninstinctive method of communicating ideas, emotions, and desires. It is learned without formal instruction by the individual as a member of a speech community. The power of that language is the key to reading readiness at all levels. The development of power and efficiency with language is derived from experiences in using language, whether reading, listening, writing, or speaking.

Reading is a matter of quickly perceiving language patterns, which are influenced by a reader's expectation of what is coming, and the patterns are based on oral language and habits of speaking; reading is not the processing of word after word in a sequential manner. When fluent readers guess at ideas expressed in new printed material, their guesses are dominated by oral language patterns internalized since childhood.

Representative Objectives

Students will:

- Receive consideration of their readiness levels in all aspects of human development and the implications of that readiness for the level of their reading instruction.
- Receive genuine language experiences leading to the use of the printed word as a learning resource.
- Develop attitudes which will prepare them for the continuing use of reading as a resource for thoughts and ideas throughout life.

Illustrative Classroom Activities

Students will:

- Observe teachers modeling an interest in reading through uninterrupted, sustained silent reading.
- Visit libraries to learn to select reading materials at their interest levels to take home to read.
- Watch silent films and filmstrips and tell the story as they watch the films.

Listening Improvement

Today's world is filled with a multitude of sounds: voices on radio and television, the buzz of electric razors, water splashing in the shower, automobiles in the street. Because of the constant flow of words and sounds to which they are subjected, students quickly learn to shut out those they do not wish to hear. Often they do not know *how* to listen or *what* to listen for. Therefore, training in listening skills must be given continued emphasis in the classroom, with teachers modeling and teaching these skills.

Not only is listening the first language skill for most persons, but it usually is basic to success in any other area of the language arts. Listening, like reading, is a receptive language process. It may be informational, appreciative, or critical, thus involving a wide range of thinking-reasoning skills. These skills also are important to the reading act.

Most reasoning-thinking skills are practiced in a speaking-listening environment before the skills are taught in a reading situation. Because of this, listening skills should be given a prominent place in reading instruction. The teacher should create a proper setting for listening, help students set purposes for listening, and provide opportunities through one-to-one, small group, and large group interaction in order to reinforce listening skills.

Representative Objectives

Students will:

- Distinguish between hearing and listening.
- Identify and respond to nonverbal cues.
- Develop auditory discrimination and sound-symbol correspondence needed in reading.
- Listen attentively.
- Listen to gain information and to receive and respond to instructions.
- Listen to appreciate and enjoy words, sounds, and ideas in stories and poems.
- Listen to respond to ideas personally and imaginatively.
- Identify the organization of ideas within a formal presentation.
- Use listening comprehension skills to recall significant details and sequence of ideas, identify main ideas, compare and contrast ideas, and arrive at conclusions.
- Apply ideas heard to new situations.
- Analyze what is heard for accuracy, relevance, bias, and purpose.

Illustrative Classroom Activities

Students will:

- Take notes on an oral report.
- Illustrate a booklet showing beginning, middle, and end of story read to them.
- Identify the setting or the mood of a story by listening for inferred clues.
- Listen to news reports and analyze them for bias.
- Listen for a sequence of instructions spoken once; then follow the instructions in correct sequence.

Goal

- Students will be able to use informational, appreciative, and critical listening skills effectively.

Helpful Resources

Hennings, Dorothy G. *Communication in Action: Dynamic Teaching of the Language Arts.* Chicago: Rand McNally & Co., 1978.

Lundsteen, Sara W. *Listening: Its Impact at All Levels on Reading and Other Language Arts.* Urbana, Ill.: National Council of Teachers of English, 1979.

Smith, James A. *Adventures in Communication: Language Arts Methods.* Boston: Allyn & Bacon, Inc., 1972.

Goals

- Students will develop the ability to use effective oral language for a variety of audiences and purposes.
- Students will appreciate and become sensitive to the use of language in its varied forms.

Helpful Resources

Carlson, Ruth K. *Speaking Aids Through the Grades.* New York: Teachers College Press, 1974.

Lee, Doris, and Joseph B. Rubin. *Children and Language.* Belmont, Calif.: Wadsworth Publishing Co., Inc., 1979.

Petty, Walter T., and others. *Experiences in Language: Tools and Techniques for Language Arts Methods.* Boston: Allyn & Bacon, Inc., 1976.

Oral Language Development

Oral language is the primary vehicle for communication. It is found in all cultures and emerges from each child in all of its complexity with exceptional speed and ease. Oral language has preceded and provided the model for all other derived forms of language throughout history, and the process of oral language development is repeated during the development of each individual. Thus, for most individuals, oral language development precedes all other language development, such as reading and writing, at all grade levels, kindergarten through grade twelve.

Language is at the heart of the educational process; therefore, success in all aspects of language arts is dependent upon the development and extension of the skills of oral language. For these reasons, every classroom should provide numerous opportunities for oral language practice through discussions, reporting, and question and answer sessions. This is as true at the secondary level as it is at the elementary level.

Representative Objectives

Students will:

- Express themselves in complete sentences when necessary.
- Participate in organized activities requiring oral expression, including classroom discussions.
- Relate information acquired by listening attentively.
- Describe experiences in sequence.
- Demonstrate techniques for acquiring needed information orally.
- Use their voices with control and expression.
- Demonstrate an understanding of the structure of language: syntactical relationships, word order, and word formation.
- Show an interest in, and appreciation of, the many language variations, levels of language, and dialects.
- Develop an awareness of the very close interrelationships of listening, speaking, reading, and writing as facets of the total language process.
- Use language effectively in the world of work and in personal relationships.
- Acquire a positive attitude toward language, with an open mind toward changing language and personal language styles.

Illustrative Classroom Activities

Students will:

- Learn interview techniques, gathering of information, and accurate reporting by interviewing a visitor to the classroom and then reporting the interview.
- Describe experiences through informal sharing.
- Retell stories, role play, and engage in creative dramatics, choral speaking, poetry reading, and readers' theater.
- Describe objects and events, using increasingly expanded sentence structures.

Writing

Writing is an important skill in its own right, but as a component of the reading program, it takes on added importance. The limited research which has been undertaken indicates that writing has a facilitating effect on reading and, conversely, reading has a facilitating effect on writing.

Writing adds a kinesthetic dimension to the learning of vocabulary and gives practice and reinforcement to the reading act. It defines word boundaries clearly for the beginning reader. For more advanced readers, practice with the written language leads to increased confidence with words and phrases. Younger readers are motivated by the opportunity to read the stories they have written. More mature readers have the opportunity to express their thoughts in writing and to compare their efforts with those of the authors represented in the books they read. Writing experiences increase students' fluency with language, helping them to generate ideas as well as to express them. It also helps students to clarify and organize their thinking. Finally, writing clarifies for all students the relationship between their oral language and the language of the written page.

Representative Objectives

Students will:

- Improve their comprehension through the use of writing.
- Increase their vocabulary and concept levels.
- Respond in writing to stories they have read.
- Increase the efficiency of their study skills through written outlines and reports.
- Write stories and articles to be shared through reading.
- Write for a variety of audiences and purposes.
- Use various writing styles; i.e., narrative, expository, poetic.

Illustrative Classroom Activities

Students will:

- Write critical evaluations of stories, poetry, articles, and dramatic presentations.
- Dictate and read their own stories.
- Write stories, articles, poetry, and so forth to be submitted to children's magazines for publication.
- Write poetry in various forms; e.g., cinquain (from France), haiku and tanka (from Japan), limericks.
- Rewrite a common story; changing the beginning, middle, end, plot, setting, or character.

Goal

- Students will be able to use writing as an aid to improve their reading.

Helpful Resources

English Language Framework for California Public Schools. Sacramento: California State Department of Education, 1976.

Larson, Richard L. *Children and Writing in the Elementary School: Theories and Techniques.* New York: Oxford University Press, Inc., 1975.

Moffett, James. *A Student-Centered Language Arts Curriculum, Grades K—13: A Handbook for Teachers.* Boston: Houghton Mifflin Co., 1973.

Writing experiences increase students' fluency with language.

Goals

- Students will develop a basic sight and meaning vocabulary that will enable them to read material with comprehension and at a rate appropriate to the purpose of the reading task and the level of difficulty of the material.
- Students will increase their vocabularies in order to expand their store of concepts and to understand better the world around them.

Helpful Resources

Farr, Roger, and Nancy Rosner. *Teaching a Child to Read.* New York: Harcourt Brace Jovanovich, 1979.

Johnson, Dale D., and P. David Pearson. *Teaching Reading Vocabulary.* New York: Holt, Rinehart & Winston, 1978.

Vocabulary and Concept Development

Since reading is comprehending, words used to convey a message must have meaning for the reader. Consequently, helping students to develop a functional vocabulary must be an integral part of the reading program.

While readers derive much meaning through experiences accompanied by conversations, they also develop vocabulary by means of direct instruction in meaningful situations.

The need for vocabulary development continues in the high school years. Every subject area has a vocabulary of its own, and the extent to which this vocabulary is mastered affects the reader's ability to draw meaning from the content. Similarly, the vocabulary level of reading material will affect the flexibility and rate of reading. As the reader becomes increasingly aware of the power of words to influence and persuade, he or she will be able to read more critically and analytically.

English is a living language. Vocabulary grows and changes in meaning with new inventions and borrowings. The size and depth of vocabulary are products of years of exposure to the spoken and printed language, the products of wide reading, and continuous utilization of new words. The development of a rich sight vocabulary is, in turn, essential to the act of reading.

Representative Objectives

Students will:

- Develop a meaningful sight vocabulary from their speaking and listening vocabularies.
- Expand their vocabularies through the use of oral language.
- Use syntactic and semantic context clues and structural analysis to increase their vocabularies.
- Use the dictionary to learn the meaning of unknown words.
- Discriminate among several meanings as familiar words take on new meanings.
- Develop specialized vocabulary in the content areas.
- Discriminate between denotative and connotative uses of language.

Illustrative Classroom Activities

Students will:

- Listen to variations of simple familiar stories to facilitate the learning and retention of new words.
- Complete stories using the cloze procedure. (See the Glossary for a definition of this term.)
- Receive instruction in word derivations, roots, affixes, and so forth.
- Write lists of words related specifically to one hobby. Using the specific vocabulary, the students will then write stories or articles on this hobby and share these stories with the class.
- Make a bulletin board showing lists of slang or jargon specific to certain generations.

Comprehension Development

Comprehension is the very heart of the reading act: to read is to comprehend. The mere pronunciation of words without the accompanying comprehension of their message does not constitute reading. A primary goal of the teacher, therefore, is to help students understand that reading should make sense in the same way that speaking does.

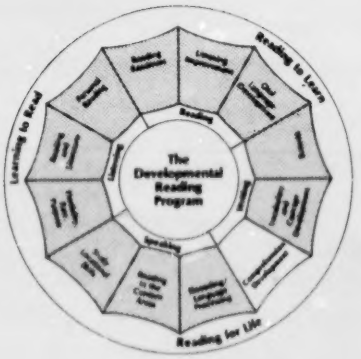
Comprehension is an active mental process. Readers bring their own concepts, vocabularies, interests, experiences, and language competencies to the printed page. In helping readers improve reading comprehension, the effective teacher can: (1) build on the oral language of the students to provide readiness for the text; (2) reinforce, extend, and develop concepts necessary for understanding material to be read; (3) relate the content to the lives and experiences of the students; (4) encourage students to set a purpose for reading; (5) promote active reasoning before, during, and after the reading; and (6) provide opportunities for the reader to react to the information read and apply it in a variety of situations.

Since the ultimate goal of reading instruction is to develop individuals who comprehend and utilize what they read, a large body of research has attempted to shed light on the comprehension process itself. The development of category systems describing levels of comprehension, descriptions of comprehension from a linguistic viewpoint, analyses of specific abilities involved in comprehending, and theoretical models of the process may offer directions for classroom instruction as additional evidence is collected.

Because the ability to perceive and react to information appears to range across various levels, a system of categorizing levels of understanding may be helpful for instructional planning and the assessment of student performance. It is important to recognize that, while these levels may serve as a useful framework for instruction, most commonly identified comprehension skills—main idea, sequence, cause and effect relationships, and others—bridge all levels. It is not unusual for the same student to respond at different levels, depending on the content, interest, and difficulty of the material. Although the literature reveals a number of different labeling systems which are equally effective, several reading authorities use the following terms to describe levels:

- *Literal:* Reading "on the lines," responding to information explicitly stated in the text
- *Interpretive:* Reading "between the lines," responding with ideas or opinions based on the material read but not stated explicitly in the text
- *Critical/Applicative:* Reading "beyond the lines," investigating, evaluating, and integrating the information and ideas with one's own experience and/or applying it in a new context

Awareness of various levels of comprehension is of particular importance as the teacher formulates both oral and written questions. Classroom instruction historically has emphasized student responses at the literal level. While this level provides the foundation for comprehension at higher levels, attempts should be made



Goals

- Students will value and use reading as a process of obtaining meaning, and they will react to this process with thinking, appreciation, and/or functional application.
- Students will develop the ability to comprehend information across a range of levels.

Helpful Resources

Harris, Albert J., and Edward R. Sipay. *How to Teach Reading: A Competency-Based Program.* New York: Longman, Inc., 1979.

Page, William D., and Gay S. Pinnell. *Teaching Reading Comprehension: Theory and Practice.* Urbana, Ill.: National Council of Teachers of English, 1979.

Pearson, P. D., and D. D. Johnson. *Teaching Reading Comprehension.* New York: Holt, Rinehart & Winston, Inc., 1978.

Theoretical Models and Processes of Reading (Second edition). Edited by Harry Singer and Robert B. Ruddell. Newark, Del.: International Reading Association, 1976.

Research indicates that the kinds of questions teachers ask and the way in which they ask them can influence student thought processing.

to expose students to activities and questions that "stretch their thinking." Research indicates that the kinds of questions teachers ask and the way in which they ask them can influence student thought processing. Teachers who incorporate a variety of questions before and after the reading experience are actively involved in promoting thought and comprehension. Some examples of questions at each level might include those in the chart below.

The teacher's questions are one means of assessing student comprehension. However, accurate and reliable measures of reading comprehension are difficult to obtain. A student's responses in one situation may not be indicative of his or her ability to comprehend other material that is of different interest, value, content, or difficulty. A miscue analysis of oral reading errors may provide data on an individual's comprehension ability. Using the cloze procedure may offer additional information.

Examples of Questions, by Type, That Teachers Might Ask Before, During, and After a Reading Experience

Literal	Interpretive	Critical/Applicative
Pre: What things make you angry? Someone in our next story gets angry. Read to find out who it is and what makes the individual angry (stated in story).	*Pre:* What causes of pollution might you expect to find in our next article? What led you to expect these particular ones?	*Pre:* Has this community where you live encountered these kinds of problems? Explain.
Post: What two things did Amelia do when she was angry? What three words are used in the story to describe Harriet Tubman? (Given a list of four characters or incidents, not all of which were in the story, which of these people or events were in the story? Tell us about them.)	*Post:* Why did the committee choose that method of solving the problem? Do you agree with its decision? Why or why not?	*Post:* How might you, as a student, help solve this problem?

Representative Objectives

Students will:

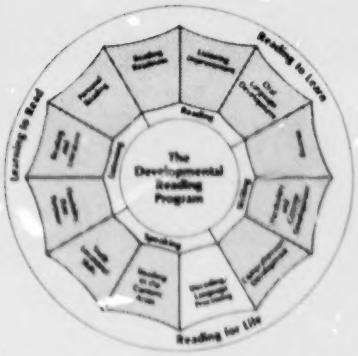
- Follow and interpret a sequence of ideas and events.
- Identify the main idea and supporting details.
- Reinterpret content in their own language and use context to understand meaning.
- Interpret nonverbal language, such as gestures, facial expressions, and body movements.
- Apply knowledge gained through past experiences.
- Draw conclusions and make judgments based on information received.
- Identify the author's purpose, mood, tone, and theme.
- Interpret figurative language.
- Interpret media messages, such as posters, political cartoons, and comic strips.
- Make comparisons, generalizations, and summaries.
- Predict outcomes in terms of prior knowledge.
- Distinguish between fact and opinion and recognize persuasive statements.
- Better understand themselves and others.

Illustrative Classroom Activities

Students will:

- Retell stories in their own words.
- Listen to a news broadcast and compile a list of sentences stating the main ideas (headlines) of the program.
- Debate the title or lyrics of popular songs.
- Engage in activities requiring the following of directions, such as using recipes, giving directions for reaching a particular place, or going on a treasure hunt.
- Create commercials and design political cartoons.

Comprehension is the very heart of the reading act: to read is to comprehend.



Goals

- Students will be able to use decoding/language processing skills to read the printed word with ease.
- Students will use punctuation signals appropriately.

Helpful Resources

Heilman, Arthur W. *Principles and Practices of Teaching Reading* (Fourth edition). Columbus, Ohio: Charles E. Merrill Publishing Co., 1977.

Ives, Josephine P., and others. *World Identification Techniques*. Chicago: Rand McNally & Co., 1979.

Wilson, Robert M., and Mary A. Hall. *Programmed Word Attack for Teachers*. Columbus, Ohio: Charles E. Merrill Publishing Co., 1979.

Decoding/Language Processing

The language processing of reading involves those skills which are used to decode words. These skills include the use of letter-sound relationships, whole word recognition, spelling pattern-sound-pattern relationships, structural analysis, and context clues. Also included is the ability to use punctuation marks as signals of meaning.

Awareness of the basic patterns of English sentences and of English syntax is essential to reading comprehension. When instruction isolates one segment of the language process from another to any significant extent (e.g., teaching phonic generalizations extensively while ignoring context clues), the whole process will suffer. To be able to read with fluency, the student should be able to use these decoding/language processing skills without conscious thought.

Representative Objectives

Students will:

- Discriminate letters auditorially and visually.
- Recognize spelling pattern-sound-pattern relationships.
- Recognize meaningful morphemes (e.g., *con, ize, er*) and develop generalizations about syllabication.
- Recognize, on sight, words occurring with high frequency.
- Use context clues.
- Identify word boundaries and read from left to right.
- Recognize end-of-sentence punctuation.
- Recognize the meaning of punctuation.
- Recognize prefixes and suffixes.
- Recognize homophones in sentence context.
- Recognize basic sentence structure patterns.
- Recognize paragraph relationships.
- Read with comprehension and fluency.

Illustrative Classroom Activities

Students will:

- Dictate and write language experience stories in their own language.
- Complete stories using cloze techniques to develop context clues.
- Write a conversation between two characters from fiction (fairy tale characters or persons from books students have read) to emphasize correct punctuation.
- Report on current events, play word games, engage in creative writing, and so forth to reinforce their ability to use the various language processing skills.

Reading in the Content Areas

In order for students to comprehend written materials used in the content areas of the curriculum, they should receive instruction in the reading-thinking skills required in these areas. Some skills are common to all of the content areas, including the ability to: (1) set purposes for reading; (2) survey materials; (3) understand graphic and illustrative materials; and (4) locate, comprehend, and combine information from several sources.

Each content area subject presents unique problems for the reader. If students are to comprehend the materials used in a content area subject, they must learn the vocabulary of that subject. Other problem areas involve the concept density, information load, and level of abstraction of the information presented. In science the concepts may be very concrete, but the information load and concept density in the material may be very heavy. In social science subjects the concepts are more abstract with varying information loads and concept densities.

The students who learn to generalize, to make judgments, to use problem solving techniques, and to reach conclusions have much greater assurance of experiencing success in the content areas than those who have not learned those skills.

Representative Objectives

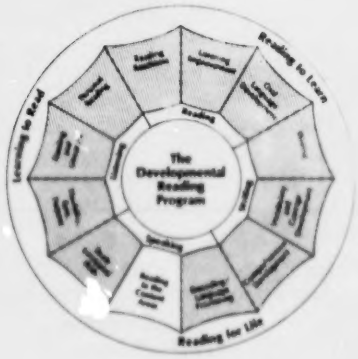
Students will:

- Develop the necessary experiential background to enable them to read content area materials with comprehension.
- Learn to recognize and infer details, sequence events, locate supporting information, recognize and infer main ideas, make comparisons, and recognize and infer cause-effect relationships.
- Develop the vocabulary necessary for reading materials in the various content areas.
- Locate information, organize it orally or in writing, and interpret pictures, maps, charts, and graphs.
- Judge accuracy of information.
- Recognize propaganda.
- Recognize the purpose for which a selection was written.
- Use information to accomplish predetermined purposes.
- Gain information about careers.
- Adjust their rate of reading to the requirements of the materials.

Illustrative Classroom Activities

Students will:

- Learn and use the techniques of small group discussion to expand content area vocabulary.
- Read advertisements and evaluate them to determine whether they are based on fact or opinion.
- Learn map skills in a progression of difficulty: classroom, school, neighborhood, city, state, country, world.
- Plan field trips, sequencing the activities to take place.
- Carry out science experiments.



Goal

- Students will develop the ability to read with comprehension appropriate written materials used in the content areas of their school's curriculum.

Helpful Resources

Herber, Harold L. *Teaching Reading in Content Areas* (Second edition). Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1978.

Piercey, Dorothy. *Reading Activities in Content Areas: An Ideabook for Middle and Secondary Schools.* Boston: Allyn & Bacon, Inc., 1976.

Robinson, H. Allen. *Teaching Reading and Study Strategies: The Content Areas.* Boston: Allyn & Bacon, Inc., 1978.

Smith, Carl B., and others. *Teaching Reading in Secondary School Content Subjects: A Book Thinking Process.* New York: Holt, Rinehart & Winston, 1978.

Goal

- Students will be able to locate, organize, and utilize information to further their learning.

Helpful Resources

Karlin, Robert. *Teaching Reading in High School: Improving Reading in Content Areas* (Third edition). New York: The Bobbs-Merrill Co., Inc., 1977.

Smith, Richard J., and Thomas Barrett. *Teaching Reading in the Middle Grades.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1979.

Spache, George D., and Paul C. Berg. *Art of Efficient Reading* (Third edition). New York: Macmillan Publishing Co., Inc., 1978.

Study/Locational Skills

Study skills may be defined as those skills which are used when the student intends to do something with the content of printed material other than simply read it. For example, the reader may be seeking information to use in writing a report.

Foundations are laid in the primary grades for the use of study skills when students learn to alphabetize and find a story in the table of contents. The skills are extended and expanded to meet new needs as students progress through school. Since such skills are a means to an end—i.e., acquiring, assimilating, and synthesizing information—they are learned most effectively when they are applied within a meaningful context.

After students leave school, they should be able to use study/locational skills as the need arises in their daily lives.

Representative Objectives

Students will:

- Recall what they read.
- Use parts of a book, such as the table of contents, the index, and the title page.
- Alphabetize materials.
- Follow directions.
- Select and evaluate information.
- Use reference books efficiently.
- Summarize information taken from more than one source.
- Use the library card catalog and other library resources.
- Complete forms that people must complete in the normal course of life.
- Read maps, graphs, and charts to gain information for use in their daily lives.
- Read airplane, railroad, and bus schedules.
- Use organizational skills, as necessary, to conduct their personal lives successfully; e.g., planning a trip.
- Predict outcomes as the result of information gathered.

Illustrative Classroom Activities

Students will:

- Complete forms necessary in everyday life; e.g., Internal Revenue Service tax form, application for Social Security number, leases, contracts, and checks.
- Visit libraries to learn to use the Dewey Decimal System and card catalog, reference books, *The Reader's Guide to Periodical Literature,* and the like.
- Study books to learn to use contents page, index, title page, glossary.
- Practice using alphabetical order by writing sentences using each letter of the alphabet, by writing names of classmates in alphabetical order, by writing names of animals beginning with a different letter of the alphabet, and by writing individual dictionaries.

Flexibility, Rate, and Purpose

Flexibility and rate of reading are employed by readers to adjust their techniques of reading and their reading speed to the material being used. The purpose for reading influences the proper speed for reading.

Being able to skim, scan, read in phrases, and read in thought units contributes to a person's ability to adjust his or her rate of reading to match the level of difficulty of the reading material and, thus, to read with flexibility. The most efficient reading rate depends on a number of factors, including the familiarity of the reader with the subject matter, the complexity of the language, and the purpose for reading.

Representative Objectives

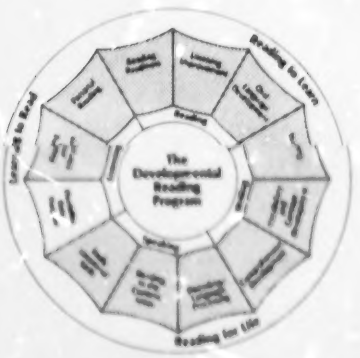
Students will:

- Adjust their rate of reading to their ability to comprehend the material to be read.
- Adapt their rate of reading to their purpose for reading.
- Continue to increase their rate of reading without lowering their comprehension when increased reading speed is appropriate to their purpose for reading.

Illustrative Classroom Activities

Students will:

- Use techniques and activities for increasing speed and comprehension, such as SQ3R and PQRST (see glossary).
- Learn about adapting reading rates to a specific purpose and then practice on various kinds of reading material.
- Collect and examine various print materials.



Goal

- Students will develop the ability to adopt a reading rate and style appropriate to their purpose for reading and the specific written materials to be read.

Helpful Resources

Burmeister, Lou E. *Reading Strategies for Middle and Secondary School Teaching* (Second edition). Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1978.

Jensen, Poul E. "Theories of Reading Speed and Comprehension," *Journal of Reading*, Vol. 21 (April, 1978), 593-600.

Miller, Phyllis A. "Considering Flexibility of Reading Rate for Assessment and Development of Efficient Reading Behavior," in *What Research Has to Say About Reading Instruction*. Edited by S. Jay Samuels. Newark, Del.: International Reading Association, 1978.

The purpose for reading influences the proper speed for reading.

Goals

- Students will respond creatively to appropriate literary works and develop an ongoing interest in literature.
- Students will use literature as a way of understanding themselves as individuals and as members of many groups.

Helpful Resources

Huck, Charlotte S. *Children's Literature in the Elementary School* (Third edition). New York: Holt, Rinehart & Winston, Inc., 1979.

Hyndman, Roger, and Julia Gottesman. *Scrip and Scrippage.* Los Angeles: Los Angeles Unified School District, 1976.

Rosenblatt, Louise M. *Literature as Exploration* (Third edition). New York: Modern Language Association of America, 1976.

Sebesta, Sam L., and William Iverson. *Literature for Thursday's Child.* Chicago: Science Research Associates, 1975.

Reading and Literature

The ultimate goal of the literature program is the development of students' capacities for continuing experiences with literature as significant and rewarding human activities and, thus, for understanding themselves as individuals and as members of a human community.

Response to literature is far more than intellectual understanding. It is an appeal to the spirit as well as to the mind. Literature has the power to change the life of the reader through involvement. This power comes from literature's ability to hold life in suspension, permitting readers to gain a clear insight into the human condition, to understand themselves better, and to develop a creative response to life by becoming aware of the range of options from which they may choose each time they make a decision in life.

Through works of literature students can be helped to gain knowledge of other cultures and histories as well as respect and appreciation for cultural traditions and values unlike their own. They also can reach a better understanding of people of any age: the young, the middle aged, and the elderly. Books representing a broad spectrum of minority experience and dealing with authentic situations and realistic characterizations in language and illustration will serve to help youth develop an awareness of the backgrounds and feelings of people different from themselves. Thus, literature can serve as a mirror for understanding oneself while serving as a bridge to close the gap that separates human beings.

Representative Objectives

Students will:

- Receive guidance in their listening to and reading of literature.
- Discover what constitutes good literature.
- Make individual creative responses to literature.
- Select relevant ideas from materials read, modify those ideas as a result of other reading and of personal experiences, and organize the resulting ideas for effective use in critical and creative thinking and communicating.
- Become acquainted with the effects of word choice, sound, and rhythm.
- Look at an illustrator's work and understand its significance in relation to the literary work it was prepared for.
- Discuss material read, stating personal interpretations, understanding the varying interpretations of others, and modifying original interpretations when it is appropriate.
- Experience personal satisfaction and rewards through the reading process.

Illustrative Classroom Activities

Students will:

- Respond to literature through art experiences, such as drawing, collage, and sculpture.
- Listen to and read folktales, legends, poetry, and material presented in other literary forms.
- Engage in creative dramatics, readers' theater (see glossary for definition), and choral reading.

Personal Reading

The teaching of reading must go beyond the processes of decoding and comprehension; students also must be shown and taught the rewards of personal reading through the example of adult models. Personal reading might include recreational reading, reading for fun, reading classified ads to secure a job, or reading a "how-to" manual. Conscious efforts should be made by both schools and parents to associate reading with personal needs. Students should develop skills for choosing reading materials and for scheduling times and places for personal reading. These skills will strengthen as time passes, so that personal reading becomes a major component of *reading for life.*

Representative Objectives

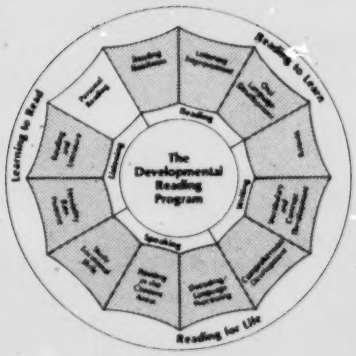
Students will:

- Gain personal satisfaction through reading picture books, trade books, personal stories, and other printed materials.
- Use reading to enhance their knowledge of the world around them.
- Read such printed materials as comics, magazines, novels, newspapers, textbooks, advertisements, and manuals.
- Gain personal satisfaction from reading for recreational and informational purposes.

Illustrative Classroom Activities

Students will:

- Share books in a variety of ways so as to communicate enjoyment: dramatizations, writing, art, oral presentations.
- Form book clubs to collect, read, and share materials on a particular topic.
- Invite an author to the school and have an Author's Day. Books by the author should be available for students to read and/or buy.
- Balloon Day: For each five books read, the child gets a helium filled balloon to release on Balloon Day. Attached to the string of the balloon is a piece of paper on which is written the number of books read, the child's name and address, and a request for a reply to the note.
- Use menus, television guides, telephone books, and so forth to develop reading activities.



Goal

- Students will develop the lifelong desire to read, independently, various types of material.

Helpful Resources

Fader, Daniel. *New Hooked on Books.* New York: Berkley Publishing Corp., 1977.

McCracken, Robert A. and Marlene J. *Reading Is Only the Tiger's Tail.* San Rafael, Calif.: Leswing Press, 1972.

Stauffer, Russell G. *The Language Experience Approach to the Teaching of Reading.* New York: Harper & Row Publishers, Inc., 1970.

Students should develop skills for choosing reading materials and for scheduling times and places for personal reading.

II. Program Planning

Careful planning should provide a well-balanced, effective program which will enable students to achieve success according to their interests and abilities.

Planning is one of the most influential factors in successful teaching. Careful planning should provide a well-balanced, effective program for *learning to read, reading to learn,* and *reading for life* which will enable students to achieve success according to their interests and abilities.

School-level planning involves decisions which must be made either by the school staff or by the district as a whole. Such decisions include course offerings, academic standards, or a school philosophy of reading. These issues are discussed in the *Handbook for Planning an Effective Reading Program,* which the California State Department of Education published in 1979.

Classroom-level planning is done by teachers at grade, department, or classroom levels. Program planning, as described here, refers to classroom planning by the classroom teacher or team of teachers. Figure 3 illustrates the processes involved in classroom planning.

Factors at the Preplanning Stage

During the initial planning process, thought must be given to the linguistic, physiological, psychological, cognitive, and cultural aspects of reading instruction at all educational levels:

- Linguistic instruction begins with assessment of the student's oral language ability and with recognition of the primacy of oral language.
- Physiological factors to be considered in planning for reading instruction include the visual, auditory, and kinesthetic modalities of learning.
- Psychological factors involved in reading include motivation, reader's purpose, concept formation, the ability to generalize, associative thinking, problem solving, and creative behavior.
- The level of cognitive development which has been attained by a student must be considered. The student who has not achieved the level of concrete operations cannot think logically about things, while the student who has reached this level can think logically but cannot deal with abstractions.
- Recognition of and respect for cultural diversity and an understanding of the unique needs of culturally different students also are important factors to be considered when the instructional program is being planned.

Instructional Components

Effective teachers of reading take advantage of the close supporting relationships of the language arts. They should not isolate one component of instruction from another, or from the whole.

— PREPLANNING —

- Consider linguistic, physiological, psychological, cognitive, and cultural aspects of reading instruction.
- Consider components of a well-balanced instructional program.
- Consider constraints of space, scheduling, and aide assistance.

— PLANNING FOR INSTRUCTION —

Assess student needs.

- Accumulate information on physiological factors, experiential background, language competencies, learning style, attitudes, interests, and reading achievement.
- Select the instructional approach which best meets the needs of individual students or groups.
- Continue to monitor student progress in order to adjust instruction to changing needs.
- Provide for special needs of those with reading difficulties, gifted, learning handicapped, and those with limited English proficiency.

Determine organizational patterns.

- Select from whole class, small group and personalized instructional patterns, using flexibility according to purpose.
- Provide opportunities for maximum student involvement through independent learning activities.

Select appropriate instructional materials.

- Check on philosophy, relevance to students' needs, maturity level, interest and motivation, balance, and format.
- Use media to enhance and supplement instruction.

Plan effective instructional strategies.

- Design balanced lesson plan using set, input, modeling, guided practice, closure, and independent practice.
- Match instruction to students' needs.
- Select from "good teaching" practices.
- Utilize the unit approach when appropriate.

Evaluate effectiveness of reading program.

- Continuous evaluation of individual student progress is essential.
- Use individual student records to show class progress.
- Use other evidence besides test scores, such as self-evaluations, attitudes toward reading, or general communication in the classroom, as added information showing effectiveness of the reading program.

Return to "Assess student needs" and *begin the process again.*

Fig. 3. The Process for Planning a Reading Program at the Classroom Level

Instruction and assignments must be in accord with the holistic view of the reading act while, at the same time, providing for the needs of the learners. Also, teachers must emphasize the importance of the application of the reading skills learned to the students' needs and interests. The following components, described in detail in Chapter I, comprise a total reading language curriculum:

Instruction and assignments must be in accord with the holistic view of the reading act while, at the same time, providing for the needs of the learners.

- *Readiness for reading.* Readiness is a factor in the reading process at all levels and for students at any age. The teacher must recognize that each student differs in readiness for particular areas of learning, in learning styles, and in learning capacity. The teacher must help students obtain the necessary readiness at each level to enable them to experience success at the next level of learning.
- *Listening.* Listening, the first language skill for most students, involves the wide range of thinking skills which also are important to the reading act. The teacher must plan for directed lessons in listening and provide opportunities for purposeful interaction in the classroom.
- *Oral language.* Oral language development is the supporting structure for the reading program. Teachers should continue to stress attentive listening while encouraging oral language expression.
- *Writing.* Writing serves to make the printed word meaningful to students. It provides kinesthetic reinforcement, motivation, and clarification of the relationship between oral and written language.
- *Decoding/language processing.* The development of the ability to decode words is a necessary part of learning to read. Decoding/language processing should be developed in the context of pronounceable, meaningful language units—words and sentences. Among the strategies to be used to implement the decoding process are the development of sound-symbol correspondences, structural analysis, and the use of context clues. Words which do not lend themselves to any of these strategies must be learned as sight words.
- *Vocabulary development.* The development of vocabulary is an integral part of the reading program and must be taught by direct instruction. The teacher uses the student's experiential background to build new concepts and increase comprehension.
- *Comprehension.* Comprehension requires the interaction of the reader with the written word according to the experiential background he or she brings to the task. The fullest comprehension requires the ability to move from literal to inferential and to critical/creative thinking skills.
- *Study/locational skills.* The ability to locate, organize, and utilize information begins with instruction at early levels in such skills as alphabetizing and using a table of contents and continues as students learn the more advanced skills of using reference materials.
- *Reading in the content areas.* Different content areas present different problems for the reader. To be successful, the stu-

dent must learn the vocabulary of a subject area and the application to that area of the reading-thinking skills involved in forming generalizations, making judgments, solving problems, and drawing conclusions.

- *Appreciating literature.* Response to literature includes enjoying the experience, understanding one's self and others better than before the experience, and becoming creatively involved with appropriate literary works through art, drama, or writing.
- *Personal reading.* Conscious effort should be made to provide a variety of personal reading materials and a scheduled time for personal reading. Since reading is a tool, not an end in itself, the application of reading skills to life situations is an important component of a quality reading program. The necessity for students to read from a variety of materials on a regular basis should be emphasized.

Assessment of Student Needs

Planning for reading instruction is based upon the careful assessment of student strengths and weaknesses. The information obtained enables the teacher to place the student at the appropriate level of instruction and to select the approach, or combination of approaches, which best meets that individual's needs. This information also provides the basis for an ongoing monitoring system to determine student progress and to adapt instruction to the student's changing needs.

The teacher synthesizes and interprets the information accumulated as a result of the assessment, makes tentative hypotheses, and selects the instructional approach that best meets the needs of different students or groups of students. Monitoring the students' progress allows the teacher to adjust instruction to changing needs. There are several factors the teacher should consider in assessing student needs and student progress, including:

- Physiological conditions which might influence learning to read
- Experiential and/or cultural backgrounds
- Oral and written language competencies
- Learning styles
- Attitudes and interests
- Specific reading abilities
- Current achievement level in all of the components of the reading program

Several methods are available for assessing student needs and progress. All of these should have a place in the evaluation program. Test scores may be used in combination with other information but are not valid predictors of reading ability when used alone. Additional sources of information which may be used for assessment include the following:

- Previous school records
- Teacher observation of student performance, both informal and formal; e.g., use of a checklist reflecting school and district goals and objectives

Planning for reading instruction is based upon the careful assessment of student strengths and weaknesses.

Classroom instruction for students should be based on their individual needs.

- Informal reading inventories which indicate the independent, instructional, and frustration levels of reading
- The Reading Miscue Inventory, which helps a person analyze oral reading by judging the quality and variety of miscues rather than the number
- Self-appraisal by the student, a skill that must be taught
- Attitude and interest inventories
- Criterion-referenced tests designed to test the specific skill or subject matter being taught

Provision for Special Needs

Within any classroom a wide range and variation of needs and abilities exists. The following examples illustrate several, though not all, of the possible variations.

Gifted Students

Allowance should be made in the reading program for those students who are gifted in the language arts area by permitting them to move as rapidly as possible through any skill instruction for which they demonstrate a need.

The reading program for the gifted students should involve the higher thinking skills and provide opportunities for creative responses in both the cognitive and affective domains.

Students with Reading Problems

The developmental reading program is designed to meet the students' individual needs on the basis of continuous progress at all levels. However, because of the complex nature of the reading process, many factors may interfere with successful learning. Some of these factors are:

- Limited and/or different oral language development
- Lack of motivation and poor attitude
- High mobility rate
- Learning disabilities

In any reading program provision must be made for students functioning below their potential grade levels. Classroom instruction for these students should be based on their individual needs, as determined by continuous evaluation of their progress, and involve the use of teaching strategies designed to meet their special needs.

Students two or more years below grade level have experienced much failure and loss of self-confidence. In addition to assistance with their reading problems, they need to be helped to build self-esteem and to adopt positive attitudes toward reading. Such students require small group and individual instruction provided by a person trained in dealing with severe reading problems.

The Learning Handicapped Student

Students with medical, psychological, or educational learning problems should be referred for assessment pursuant to Public Law 94-142. When the assessment is completed, an individual edu-

cational plan (IEP) must be developed with staff, student, and parents involved.

Close communication between the classroom teacher and those who provide additional instruction is required to ensure that all of the instruction is focused on the student's special needs. In districts where the Master Plan for Special Education is implemented, supportive services should be available to advise and assist the classroom teacher.

Objectives should reflect the tasks the students can do with some degree of success. Self-concept and motivation are important considerations in helping the learning handicapped students achieve their potential for academic success.

Students with Limited English Proficiencies

According to the U.S. Office of Education, there were approximately 36 million school-age limited- and non-English-speaking students in the United States as of the spring of 1978. Therefore, it is important that all teachers, kindergarten through grade twelve, provide instruction to facilitate English language acquisition by these students.

The curriculum should include daily formal instruction in the English language based on a skills continuum that consists of phonology, morphology, syntax, and vocabulary usage. After oral English instruction begins, the criteria for the introduction of reading should include a minimal level in oral English and primary language proficiency. The English reading instruction consists of readiness, visual perception, decoding, encoding, vocabulary development, comprehension, and study/locational skills.

The methods a teacher uses to approach second language acquisition are contingent upon the entry level of the student. If students enter with no reading skills in their native language, the primary language should be used for oral language development and reading readiness activities whenever possible. However, if students are literate in the primary language, teaching for a transference of skills is required. At both levels, oral language development should include all the skills required for English speakers, with special emphasis on the following:

- Giving clear, concise directions
- Reinforcing and correcting (modeling)
- Introducing new oral vocabulary through concrete experiences
- Stressing structure by pattern drills
- Teaching vocabulary in context
- Using the audio-lingual approach: introduction of new structures, pronunciation practice, pattern drill, and checking for comprehension by allowing students to utilize the structures learned
- Using the listening, speaking, reading, and writing cycle: establishing the criteria for the introduction of English reading at certain levels in oral English and the primary language, depending on the entry level of the student
- Introducing reading in the oral language syntactical pattern taught
- Remembering to include the students in all activities and to encourage oral responses in group situations

The curriculum should include daily formal instruction in the English language.

Instructional Organization

Teachers will wish to take advantage of a variety of different grouping practices, depending on student needs and purposes for instruction. The reading program will incorporate all of the following organizational patterns at different times:

- *Grouping for Directed Teaching*

  Whole class instruction. All of the students in a class are simultaneously involved in the same activity; e.g., a planning session.

  Small group instruction. Students are flexibly grouped according to reading achievement level, special skill needs, or interests. One group is instructed by the teacher while the other students work independently on follow-up activities that provide reinforcement or enrichment for the directed lesson.

  Personalized or individualized instruction. The teacher and student together devise a learning plan which will meet the student's individual needs in terms of learning style, rate of learning, values, interests, and background of experience. Self-selection of reading material by the student usually is a part of the individualized plan. The student works independently, except for periodic conferences with the teacher during which monitoring, direct instruction, and replanning occur.

- *Organizational Patterns for Independent Learning Activities*

  Learning stations. Individuals or small groups of students work in centers usually designed to reinforce skills or enrich and extend the instructional program.

  Team or partner learning. Two or more students work together on a common activity for the reinforcement of skills or for enrichment through creative projects.

  Cross-age or peer tutoring. Students become tutors to other students by providing activities for the reinforcement of skills.

Teachers must be provided the opportunity to analyze instructional materials carefully for possible classroom application.

Selection of Instructional Materials

Familiarity with a variety of instructional materials will enable teachers to select effectively those resources that provide for the diverse cultural backgrounds, language patterns, learning styles, and ability levels that their students bring to the reading task. At the school district and state levels, teachers must be provided the opportunity to analyze instructional materials carefully for possible classroom application. This analysis should include an evaluation of all components of the instructional program, both print and nonprint.

Careful evaluation and selection of print and nonprint media should enhance the reading program. Nonprint media may provide motivation, involvement, and reinforcement for reading skills introduced through print. When nonprint materials are used, the teacher must make certain that both oral and written language are incorporated and that provision for individual needs is maintained.

Evaluation of instructional materials should include consideration of the following:

- Soundness of the underlying philosophy of the materials
- Relevance and importance of the skills included
- Appropriateness for the maturity level of the students who will be using the materials
- Appropriateness for the experiential backgrounds of the students who will use the materials
- Presentation of alternative learning experiences to meet the requirements of the varied learning styles and cognitive abilities of the students
- Consistency of appeal to the interests of readers
- Effectiveness of motivational qualities
- Assistance provided in the application of reading skills to reading in real life situations
- Freedom from stereotype and bias (ethnic, sex, nationality, age)
- Identification of the source of vocabulary content
- Currency of the materials
- Balance among all components of the reading program
- Incorporation of other language arts areas to reinforce reading skills and demonstrate the interdependence of all language arts
- Provision for both divergent and convergent thinking and response

For evaluating instructional materials, the State Department of Education issues criteria which are based on the philosophy expressed in the *Reading Framework for California Public Schools*. The document containing the criteria provides details concerning the process of evaluating instructional materials for adoption by the state and includes information on the legal requirements for instructional materials, as stated in the California Education Code.

Elements of an Effective Reading Lesson

All students will benefit from instruction that is organized, systematic, and based on those basic elements that research indicates are essential to learning. The teacher of reading will want to consider the following steps in planning for maximum teacher-learning effectiveness.

Before Planning the Lesson

The teacher will determine the particular skills, attitudes, and understandings to be taught within the developmental sequence of instruction. A specific teaching objective, or objectives, will be formulated. The teacher will then identify, through formal or informal methods, the students' ability to handle this objective. Based on the diagnosis, the teacher will revise the objective, if necessary, and begin planning for instruction.

Planning the Lesson

Teaching involves making a sensitive match between student needs, teacher skill, and curricular objectives and resources. These

All students will benefit from instruction that is organized, systematic, and based on those basic elements that research indicates are essential to learning.

questions may be helpful ones for a teacher of reading to ask in planning for that effective match:

- *Initiating instruction:* What kinds of activities will best focus student attention and develop readiness for the instruction that follows? How will the beginning of the lesson help students mentally shift gears from previous activities to the new task at hand? How does the present activity relate to previous learnings?
- *Communicating the purpose of the lesson:* Does the lesson clearly inform students as to what they will be able to do by the end of instruction? Are the students aware of the usefulness and relevance of the lesson to their own needs and lives?
- *Determining procedures:* How will the lesson provide for a smooth, logical developmental sequence of information? What resource materials will be useful? What teaching methods will be used in getting the teaching message across to the students?
- *Modeling the anticipated behavior:* Does the lesson, by providing a thorough demonstration of the process involved, ensure that students will understand the expected task? Are the students shown examples of finished products (puppets, poems, stories) accompanied by explicit verbal instructions?
- *Guiding student progress through the lesson:* Does the lesson provide techniques for checking on student acquisition of skills, understandings, and attitudes? Are there opportunities for group discussion and question-response interaction that focus on the objectives? Is there provision for multiple-response behavior (an example is the use of cards with numbers printed on them which all children may hold up at one time to indicate the number of the correct answer)? Are the students asked to demonstrate that they understand the directions before beginning a task? Does the lesson allow ample time for the teacher to circulate among students, guiding their initial attempts so that they will be successful?
- *Evaluating the results:* What methods will be used to assess the effectiveness of instruction? How will accomplishment of the original objective(s) be measured?

Instructional Strategies

Each teacher brings unique style, characteristics, and background to the teaching of reading.

Each teacher brings unique style, characteristics, and background to the teaching of reading. While it is difficult to identify one single profile of a *good* teacher of reading, experience does indicate that certain teacher characteristics occur consistently in classrooms where effective teaching and learning are taking place.

The effective teacher:

- Identifies the cognitive skills and level of performance of individual students. Students learn more when their teachers are more accurate in predicting performance.
- Accurately identifies the specific skills being taught. When knowledge of subject matter and awareness of student differ-

ences are combined to give the teacher an understanding of what each student can and cannot do, a foundation for instructional planning has been established.

- Uses knowledge of individual students to plan "appropriate" instructional programs matched to their needs.
- Paces instruction so that faster students can move ahead while slower students receive extra help.
- Identifies student success rate so that students spend over half of their time at high success tasks.
- Groups for instruction and regroups students according to changing needs.
- Adapts the curriculum through the year to the level of performance, interest, and pace of each group.
- Effectively structures lessons and gives directions so that students understand what they are supposed to do and can respond correctly.
- Monitors student progress on instructional tasks and interacts and provides feedback, as the students work.
- Uses this interaction in evaluating what students understand and in planning further instruction.
- Provides feedback often and in a variety of ways: through human interaction; through the use of curriculum materials, such as programmed texts or answer keys that allow students to check their own responses; through the use of aides, volunteers, and peers.
- Provides positive task engagement feedback—feedback to the student that classroom behavior is acceptable. Research indicates that scolding students at frequent intervals is not the answer. Instead, the teacher might (1) check to see that tasks are not too hard for the student (The need for task engagement feedback increases with low success rate.); (2) increase the clarity and emphasis with which expectations are stated and the consistency with which students are held accountable; or (3) increase the amount of interactive instruction.
- Gives the students recognition for achieving, for working, and for succeeding.
- Emphasizes, values, and works toward cognitive achievement.
- Is aware of, acknowledges, and values student feelings.
- *Reads aloud to students on a regular basis.*
- Provides opportunities on a consistent basis for personal reading during optimal learning time.
- Questions students' awareness of different levels of comprehension.
- Establishes a classroom atmosphere which fosters a spirit of cooperation and encourages students to assume responsibility for academic activities. When students work together to reach academic goals, achievement is higher.

The effective teacher structures lessons and gives directions so that students understand what they are supposed to do and can respond correctly.

From these criteria for an effective teacher, an image of an ideal class may be constructed:

- There is a clear focus on learning.
- The students expect to work and are held responsible for doing so.
- The teacher cares about the students and wants to help them learn.
- Teacher and students interact comfortably and frequently on work activities.

The effective teacher emphasizes that the purpose of school is learning and fosters an environment where teacher and students work together to reach that goal.

In other words, the teacher emphasizes the belief that the purpose of school is learning and fosters an environment where teacher and students work together to reach this goal.

Preparation of Teachers

Preservice Preparation

Professional preparation for teachers of reading requires careful planning and implementation, and future teachers should have direct contact with students early in their college career including some or all of the following:

- Observing effective, innovative classroom practices
- Providing assistance to teachers in preparing instructional materials
- Tutoring children of various ethnic groups and achievement levels
- Reading and telling stories to small groups of students

In addition, college students preparing to teach should take preprofessional courses that provide background knowledge in such basic areas as the language and cognitive development of children, linguistics, sociolinguistics, psycholinguistics, and literature for children and adolescents.

Professional preparation for teachers should include college coursework in the following areas:

- *Language learning and related psychological factors.* This area would include a study of the implications for reading instruction provided by research related to the following:
  - Concept and vocabulary development
  - Development of syntax
  - Concept formation and attainment
  - Development of language proficiency as affected by (1) language models, (2) parent-child interactions; (3) sex-related differences; (4) intelligence differences; (5) auditory and visual discrimination abilities; and (6) socioeconomic levels
  - Interrelationships of speaking, listening, and writing with reading
- *Linguistic implications for reading instruction.* Teachers of reading need to understand how the English language works. Specific linguistic areas relevant to the teaching of reading include the following:
  - Relationships between oral and written language
  - Letter patterns that provide regularity in English spelling

- Relationship of pitch, stress, and juncture to meaning
- Syntactical elements that produce meaning changes
- Dialect differences and their impact on reading achievement
- History of spelling change and vocabulary growth

- *Literature and the reading program.* To help each student select the right book requires a knowledge and understanding of both young people and books. The preservice program should explore the following areas:
  - Methods of assessing students' interests, reading achievement, maturity, and concept levels
  - Literature, ranging from folk literature and myths to fiction and biography
  - The contribution of literature to broadening students' experiences, to developing increased pride in their heritage, and to understanding other cultures and other times

- *Methodology of reading instruction.* It is important that future teachers of reading learn to use a variety of procedures for developing word identification and comprehension abilities. They also need to learn to use informal assessment, to be able to evaluate instructional materials, and to provide flexible classroom organizational patterns to meet the individual needs of students.

  Beginning teachers should be aware of current literature concerning successful strategies for teaching reading and of recently published instructional materials for reading. Also, they should learn to evaluate the contributions these new strategies and materials might make to the progress of their students.

Staff Development

Opportunities for the continuing education of teachers, administrators, parents, and resource personnel are vital to successful reading instruction. It is both the right and the responsibility of those involved in teaching reading to grow professionally. The state, county offices, school districts, and other educational agencies involved in staff development must provide the support necessary to help reading teachers meet this responsibility.

Planning for effective professional growth should be a cooperative venture, involving all of the participants in assessing needs, establishing goals, determining format for in-service training, and evaluating results. Such collaborative planning must focus on teacher-program improvement rather than on teacher-program deficits, with administrators and reading personnel joining hands to work toward clearly defined objectives.

To be successful, in-service programs for staff development should:

- Be continuous, ongoing activities involving all those persons working with students.
- Have the endorsement, continuous support, and active involvement of all administrative staff.
- Be based on an assessment of the needs of students, instructional programs, and teachers so that priorities and goals for the program may be established.

It is both the right and the responsibility of those involved in teaching reading to grow professionally.

- Be planned and implemented by those teachers, parents, administrators, and resource personnel who will be directly involved in the program.
- Focus on the attainment of objectives that all participants understand and for which the rationale is clear.
- Take place on site and involve the total school with provisions made for individualizing instruction to meet specific needs and interests of participants.
- Include the development of interpersonal relationships that will enable all personnel to work successfully with students and with one another as well as with parents and the community.
- Provide a variety of experiences to meet individual concerns and needs; e.g., interclass and interschool visitations, peer teaching and learning, and onsite seminars and workshops.
- Emphasize the selection of leaders who have been chosen carefully because of their expertise in teaching reading and for their ability to work creatively with people.
- Stress the individuality, strengths, and uniqueness of each professional and make no attempt to produce carbon copies of other teachers and administrators.

Helpful Resources

Beginning Teacher Evaluation Study. Sacramento: California State Commission for Teacher Preparation and Licensing, 1978.

Guidelines for the Professional Preparation of Reading Teachers. Newark, Del.: International Reading Association, Professional Standards and Ethics Committee, May, 1978.

McLaughlin, Milbrey W., and David D. Marsh. "Staff Development and School Change," *Teachers College Record,* Vol. 80 (September, 1973), 69-94.

Reading Rx: Better Teachers, Better Supervisors, Better Programs. Edited by Joseph S. Nemeth. Newark, Del.: International Reading Association, 1975.

Evaluation of Reading Program

In-service programs should provide a variety of experiences to meet individual concerns and needs.

A school reading program should be planned on the basis of the specific needs of the student population. Such needs are best determined by a group composed of administrators, teachers, and parent representatives. On the basis of this needs assessment, goals and objectives for the school are developed. Continuous evaluation throughout the year will enable the school to determine whether these goals and objectives are being met.

Many of the tools used to assess student progress also will provide information needed to evaluate the total reading program. As the progress of each student is evaluated, the teacher looks for evidence of progress by the total class.

At some point during the school year, a formal analysis of the total group's progress is made. This may include standardized tests and/or criterion-referenced tests.

Among the factors to be considered in evaluating the reading program are:

- The quality as well as the quantity of comprehension instruction provided

- The effectiveness of the instruction given for decoding/language processing
- The level of motivation provided through modeling, free reading, and other means
- The quality and quantity of opportunities offered for application of reading skills in literature, the content areas, personal reading, study skills, and practical uses of reading
- The effectiveness of classroom organization for meeting student needs

The *Handbook for Planning an Effective Reading Program,* published by the State Department of Education, contains a checklist for evaluating a reading program.

One program-diagnostic assessment tool available at no cost to all school districts throughout the state is that provided by the California Assessment Program (CAP).

The CAP is a statewide testing program which provides information to the state Legislature, the public, and school personnel about how well students in California's public schools are learning the basic skills. The California Assessment Program was first fully implemented in 1974-75. In design, development, and procedures, it is unique in the nation.

The principal features of the program are listed below:

- *CAP provides information about only groups of students and not about individuals.* CAP results are aggregated and reported at the school, district, and state levels.
- *CAP employs a testing strategy known as matrix sampling.* In matrix sampling a very long test is developed and is then divided into many (10 to 30) equally difficult forms so that each student completes only a portion of a test. Matrix sampling allows for an increase in content coverage and at the same time a reduction in testing time and effort for teachers and students.
- *The basic skills achievement tests used by CAP were especially tailored to the curriculum taught in California's public schools.* The objectives of the reading, mathematics, and written language tests were based upon the state-adopted curriculum frameworks in each of these areas. Committees of curriculum specialists and teachers representing a cross-section of institutions and regions throughout California were convened in 1972-73 to assist in compiling the test objectives in reading, language, and math. These committees then selected items which were judged to be sound and accurate measures of the various objectives.
- *The test booklets and scoring are provided without charge to school districts.*

Under the California Assessment Program, all of California's third, sixth, and twelfth grade students are tested annually in reading, written language, and mathematics. Results are returned to schools and districts every fall. The Reading Assessment Advisory Committee reviews the statewide reading results and makes recommendations for the emphasis to be given in reading instruction. The Department of Education publishes annually the reading results and the committee's recommendations in *Student Achieve-*

The objectives of the California Assessment Program's reading, mathematics, and written language tests were based upon the state curriculum.

ment in California Schools. The *Test Content Specifications for California State Reading Tests* (1975), which served as a blueprint for the original CAP reading tests, was founded upon the 1973 *Framework in Reading for the Elementary and Secondary Schools of California.* Likewise, the revised third grade CAP reading test (1980) reflects the new *Reading Framework for California Public Schools.*

Under the California Assessment Program, all of California's third, sixth, and twelfth grade students are tested annually in reading, written language, and mathematics.

Helpful Resources

Ching, Doris C. *Reading and the Bilingual Child.* Newark, Del.: International Reading Association, 1976.

English Language Framework for California Public Schools. Sacramento: California State Department of Education, 1976.

Foreign Language Framework for California Public Schools. Sacramento: California State Department of Education, 1980.

Guidelines: Towards Excellence in Reading Programs. Sacramento: California State Department of Education, 1978.

Handbook for Planning an Effective Reading Program. Sacramento: California State Department of Education, 1979.

Handbook for Reporting and Using Test Results. Sacramento: California State Department of Education, 1976.

Linguistic Theory: What Can It Say About Reading? Edited by Roger W. Shuy. Newark, Del.: International Reading Association, 1977.

Survey of Basic Skills: Grade 3 Rationale and Content. Sacramento: California State Department of Education, 1980.

Test Content Specifications for California State Reading Tests. Sacramento: California State Department of Education, 1975.

III. Contributors to a Good Developmental Reading Program

The processes involved in *learning to read, reading to learn,* and *reading for life* are encouraged and enhanced by the support of those who share responsibility for reading programs in the public schools. The family establishes the foundation for learning to read and continues to offer support. Students contribute to the program by the attitudes they display. Well-trained and effective teachers continue the learning process. By the best use of their leadership role, school site administrators can have a beneficial effect on the program as they work with classroom teachers, parents, reading specialists, and school librarians to promote not only the students' ability to read with understanding but also to help students develop a lasting interest in and zest for reading. Reading specialists and school librarians are an integral part of a good reading program and provide valuable support for it. Professional aides, volunteers, and tutors also play an important role. When all of these groups work together toward the common goal of excellence, they constitute an effective team. These relationships, based on mutual respect, confidence, and appreciation of one another's contributions, lead toward the ultimate goal: students who choose to read because they can read.

The roles that each of these groups or individuals should play to ensure a successful reading program are outlined in greater detail in the following pages.

The Family

Throughout life, learning is linked to surroundings and to interaction with the persons, things, and events within those surroundings. From birth children demonstrate an eagerness to search out new kinds of experiences and to interact with their environment. A positive, supportive family unit contributes to the continuance of this attitude toward learning.

The types of experiences the family provides throughout the learner's formative years determine, to a large degree, that individual's success in academic endeavors. These experiences, when shared with others through oral language, provide a foundation for both cognition and reading.

Families of elementary and secondary students can assist them to become successful readers by:

- Listening receptively to the ideas and concerns of their children and attempting to understand their personal problems
- Participating in the recreational activities of their children
- Capitalizing on their children's curiosity by interacting orally with them through discussion and questioning
- Providing for their children a variety of enriching experiences that will enhance their oral language base

The types of experiences the family provides throughout the learner's formative years determine, to a large degree, that individual's success in academic endeavors.

- Spending time reading aloud a variety of materials to their children
- Working cooperatively with the school
- Encouraging their children to read books, magazines, newspapers, signs, labels, and other printed matter
- Familiarizing themselves with their children's school reading program so that they can provide appropriate types of reinforcement at home
- Encouraging selectivity in quantity and quality of television viewing
- Ensuring that their children have a time and a place to read without interruption as well as making interesting materials available to them to read during that time
- Providing role models for their children by reading diverse types of materials on a variety of subjects
- Ensuring that their children attend school physically and emotionally prepared to receive maximum benefit from the learning experiences provided there
- Ensuring that their children attend school regularly and on time

The Student

Students are the principal focus of the reading program. When they are positively engaged in learning to read, such learning usually proceeds without great difficulty. They should be actively involved in planning their own learning programs, discovering their strengths and weaknesses, and selecting activities that will build on their strengths and assist them in overcoming their weaknesses.

Because students have the most to gain from a good reading program, they have a responsibility to themselves and to their classmates to provide as much support as possible for the reading program in their school. They have a right to expect good instruction, but they also have a responsibility to reinforce that instruction by any means available to them. Students can fulfill their responsibilities by:

- Attending school regularly with a positive attitude toward learning

Students are the principal focus of the reading program.

- Participating actively in the total reading/language arts program
- Accepting and respecting the language and culture of others
- Accepting and respecting the needs of all students and the roles of all school personnel
- Acting as a link between the home and school and school and home
- Practicing the skills they have learned in school in their outside life
- Participating in establishing goals and objectives for their learning

The Teacher

Within the school setting, teachers provide the crucial key for unlocking the door to literacy. Classroom teachers are responsible for (1) providing all initial instruction; (2) establishing an effective climate for learning; (3) matching appropriate instructional strategies and curriculum to the needs of the learner; (4) modeling those attitudes that directly influence growth and appreciation; and (5) directing and supervising paid aides, volunteers, and tutors.

Within the school setting, teachers provide the crucial key for unlocking the door to literacy.

Teachers can focus on the needs of their students and implement the instructional program by:

- Listening to students and learning about their backgrounds
- Accepting and respecting the language and culture of their students while reinforcing standard English
- Providing an interesting, challenging, supportive, and responsive environment free of fear, unnecessary stress, and anxiety
- Providing visible illustration of the value of reading as a worthwhile and necessary activity through modeling and other procedures
- Determining the special learning strengths and weaknesses of students
- Improving their own understanding of oral and written language and of the relationship of these two processes to reading, while providing opportunities for students to make use of this relationship as they learn to read
- Understanding the components of the reading process
- Extending their knowledge of approaches to reading instruction, of materials, and of styles of classroom management
- Basing their instructional program on the unique learning characteristics of their students
- Determining the extent to which their students can apply their reading ability to the printed materials of the content areas
- Helping their students respond to literature
- Planning for conceptual development
- Encouraging students to read materials for a variety of purposes
- Providing direct instruction whenever it is appropriate to the learner's needs
- Making use of teacher directed activities on a regular basis
- Communicating with parents of students and engaging them in helping their children grow in reading abilities and in developing a love for reading

- Securing the support of others to assist in the instructional program in reading
- Exhibiting a love of reading and an enthusiasm for learning
- Recognizing the mutual responsibility of all of the faculty to assist in the teaching of reading

The Site Administrator

The administrator has the responsibility for providing leadership to the school's reading-language program.

The site administrator has the responsibility for (1) providing leadership to the school site reading-language program; (2) providing the support necessary for successful classroom instruction; and (3) promoting excellence of staff through recruitment and in-service training.

Site administrators can facilitate curriculum improvements by:

- Identifying school and classroom objectives for the instructional program in reading in cooperation with teachers, students, parents, and community representatives
- Working with the staff to develop a program to meet the school and classroom objectives
- Providing a climate for good working relationships among all those who work with students so that the program can function effectively and harmoniously
- Planning with teachers for flexible scheduling of the school day and differentiated staffing to provide various schoolwide and classroom organizational patterns and opportunities for teachers to attend in-service activities
- Establishing regular opportunities for communication among teachers
- Helping to establish a supportive climate in which change can occur and in which students can explore and grow at their own rates and in their own styles
- Accepting and respecting the language and culture of all students and staff while supporting the teaching of standard English
- Providing reinforcement to teachers for the positive elements of ongoing programs and activities
- Helping teachers redirect elements of their programs that have proved to be ineffective
- Becoming a resource person to the school staff in the area of reading approaches, techniques, organizational patterns, and selection of materials
- Assisting in the development of an ongoing program of evaluation of all components of reading

The Reading/Language Specialist

There are many titles for reading personnel—reading consultant, reading coordinator, reading resource teacher—with varying preparation requirements and job descriptions. Often, the role involves the administrative duties of writing proposals and budgeting funds. Since instructional change occurs in each classroom at each school site, the individual who functions in this setting is chosen as the focus of the role of the reading/language specialist.

The reading/language specialist is a teacher who has specialized in the field of reading and possesses a Reading Specialist Credential and/or certification as a Specialist Teacher in Reading. This expertise places reading/language specialists in a position to support the total reading program of the school or district by:

- Working with the site administrator and the school staff in coordinating and facilitating efforts to improve instruction in the total reading program, K—12
- Providing in-service education in reading for classroom teachers and site administrators
- Conducting demonstration lessons in methodology and techniques of instruction
- Assisting classroom teachers in lesson planning and classroom organization
- Assisting classroom teachers in planning lessons to develop a healthy self-concept in each student and a positive attitude toward reading
- Administering and interpreting reading tests
- Diagnosing students' needs and prescribing appropriate learning activities
- Referring children who need specialized help with their learning problems to the appropriate professional personnel
- Developing systems of recordkeeping to facilitate short-term and long-term evaluations of student progress
- Evaluating, selecting, and preparing materials to be used in reading instruction
- Helping classroom teachers learn how to evaluate materials in terms of their instructional value
- Functioning as a resource person in reading for the entire staff
- Accepting and respecting the language and culture of the students while reinforcing standard English
- Disseminating information in the field of reading gained by them from current research, literature, and conferences
- Training and supervising paid instructional aides, tutors, and volunteers who assist students in reading
- Supplementing regular classroom instruction in reading for selected students
- Informing parents of the total reading program and of the specific and general assistance that they can provide for their children in reading

The Librarian

The librarian is an essential member of the reading instructional team. The resources and services of a school library, often known as an instructional materials center, instructional resource center, learning resource center, or library media center, are fundamental to the reading program. The school library program, its collection of materials, and its environment provide learning opportunities for large and small groups as well as for individual students.

The resources and services of a school library are fundamental to the reading program.

School librarians support, enhance, and extend classroom instruction by:

- Serving as a resource consultant to students and teachers

- Evaluating and selecting materials—both printed and non-printed—that will satisfy the curricular and recreational needs of students and teachers
- Making materials readily accessible to students and teachers
- Assisting students and teachers in producing materials
- Working with teachers in curriculum planning and in designing instructional experiences
- Assuming responsibility for providing instruction to groups and individuals in the use of the library and its resources in correlation with curricular needs
- Assisting students to develop competence in the skills of listening, viewing, and reading
- Assisting students to develop good study habits in order to acquire independence in learning and to gain skills in critical thinking and inquiry
- Guiding students in the development of desirable reading, viewing, and listening patterns and of positive attitudes and appreciations
- Providing teachers with information regarding the progress, problems, and achievements of students while they are in the library
- Making available to the school staff information about developments in all curricular areas, in-service training workshops and courses, and professional meetings
- Reinforcing standard English, yet accepting and respecting the language and culture of the students

The success that many students attain in the reading program may depend on the assistance furnished by various individuals.

The Instructional Aide, Volunteer, and Tutor

Instructional aides work in the schools on a regularly scheduled basis. The addition of these aides to the classroom facilitates student learning by providing increased opportunities for interaction with adults. The services of volunteers may be similar to those of paid instructional aides. Tutors can assist individual students in reading. Student tutors can work with other students their own age or with younger students. The success that many students attain in the reading program may depend on the assistance furnished by these various individuals.

After effective training, instructional aides, volunteers, and tutors can, under the direction and supervision of the classroom teacher, assist the reading program by:

- Reinforcing for students the concepts, skills, and attitudes initially taught by the classroom teacher
- Providing students with real and vicarious experiences for language and concept development
- Encouraging students to converse, relate, and dictate stories and to seek and find answers to their own questions
- Enhancing self-concepts of students by accepting their unique contributions, emphasizing their strengths, and helping them to overcome their weaknesses
- Recording dictated stories for individuals and small groups
- Listening to students read aloud

- Reading aloud to students
- Helping to develop in students a zest and love for books of all kinds
- Tutoring individuals or small groups in reading
- Performing clerical chores, such as duplicating materials
- Providing community resources that stimulate interest in reading
- Reinforcing standard English, yet accepting and respecting the language and culture of the students

The School Board

The school district governing board has the responsibility for establishing policy and supervising, through its executive officer, the superintendent, the implementation of this policy.

School boards, through their district superintendents, can facilitate the improvement of the reading program by:

- Establishing the total language development of students as the major curriculum concern
- Providing a supportive climate in which positive change can occur
- Establishing lines of communication so that effective curriculum development is maintained
- Making sure that needs assessments are conducted at school sites and that staff, students, parents, and community are involved in the process
- Allowing individual school sites to allocate resources based on priorities determined as a result of the needs assessment process
- Continually communicating to the community progress toward the attainment of the objectives established as a result of the needs assessment
- Communicating to the State Board of Education and others, when necessary, concerns of the staff and community resulting from enacted and/or pending legislation
- Accepting and respecting the language and culture of the students
- Supporting and encouraging programs for in-service education in reading instruction for teachers, specialists, and administrators
- Mandating the hiring of *fully* qualified reading/language specialists
- Taking a responsible position on those issues that are relevant to the maintenance and growth of free public education

School boards can facilitate the improvement of the reading program by establishing the total language development of students as the major curriculum concern.

A wide spectrum of opinion exists about the experiences children should be offered to prepare them for the reading task.

IV. Contemporary Issues Related to Reading Instruction

As educators move into the 1980s, they are faced with many unresolved questions posing real concern about reading-language instruction. Perhaps no area of the school curriculum gives rise to as much controversy as that of reading. Certainly additional research is needed to provide more guidance for resolving some of the critical issues. While there is no universal agreement as to answers, the following key questions and related discussion may help to focus attention on a few of the many existing areas of controversy.

Early Reading: When and How?

A wide spectrum of opinion exists about the experiences children should be offered to prepare them for the reading task. This ranges from the maturation viewpoint that materials should be available for children's free choice so that they can grow at their own pace to a viewpoint calling for a very structured sequence of skills for all children.

Prior experiences and the maturation of the children determine the type of program most appropriate during the kindergarten year and, rather than selecting one approach to the exclusion of the other (maturation versus structure), experiences should be selected from each approach, as determined by the individual needs of the learner. The range of readiness for the formal reading task will be as wide in kindergarten as in any other grade level. Some children will be at the beginning stages of readiness while others will be quite advanced in the reading process.

It was not long ago that the exclusive function of the kindergarten teacher was to teach children social skills, such as taking turns and sharing. This half day experience served also as a transition from the familiarity and warmth of days at home to the formality of first grade.

Society has changed. Most kindergartens now are places of more formal and systematic prereading instruction. Because more mothers work and there are more single parent homes, most children are exposed early to nursery school, Headstart programs, and day care centers which provide the environment in which many children begin to develop the skills that previously had been emphasized in kindergarten.

Prior experiences and the maturation of the children determine the type of program most appropriate during the kindergarten year.

Teaching Reading: What Is Effective?

Traditionally, the phrase "approaches to reading" has been used to refer to *basal reader, individualized instruction, language experience, phono/linguistic approach,* and *programmed* instruction.

This often has led teachers to believe erroneously that a single approach or a single set of materials is equally appropriate for all students.

In this framework, "approach to reading" has been used as a broad term to include *all* of the elements necessary for successful reading instruction. An effective reading program combines a variety of instructional methods, strategies, and materials which make provision for:

- The development of oral and written skills in a logical sequence
- Language experience activities
- Student self-selection of personal reading materials
- The application and transfer of reading skills in a variety of materials and situations

Basic Skills: What Are They?

The Education Code of the State of California states that the governing board of each school district maintaining high schools and those with grades six or eight shall adopt standards of proficiency in basic skills and that "Such standards shall include, but need not be limited to, reading comprehension, writing, and computation skills, in the English language, necessary to success in school and life experiences, and shall be such as will enable individual achievement to be ascertained and evaluated."

Although the above statement establishes reading, writing, and arithmetic as basic skills, it does not rule out other skill areas as basic also. In addition, the question of what proficiency standards are necessary is left open for local decision as is the question of how much of the curriculum should be devoted to the three skills named in the Education Code.

On the national level in 1978, Title II of the Elementary and Secondary Education Act of 1965 was amended and retitled Title II: Basic Skills Improvement. In this legislation the concept of basic skills was expanded beyond the traditional "3 R's" to include "reading, mathematics, and effective communication, both written and oral."

As a result of this legislation, the Basic Skills Task Force of the U.S. Office of Education was established to provide guidance for new directions for basic skills in the Office of Education. This

An effective reading program combines a variety of instructional methods, strategies, and materials which make provision for the development of oral and written skills in a logical sequence.

group has proposed a developmental model of basic skills that emphasizes coordination.

There seems to be little disagreement among educators concerning the value of a total language arts program as basic for all students. The disagreement concerns the questions of what the content of such a program should be and how the content should be taught. The answers to these questions should be based on the needs of the students. At the district level, where the standards for proficiency are to be established, the decision should be based on the needs of every student in the school system.

Minimal Competency Testing: How?

The National Education Association defines *minimum competency testing* (basic skills assessment) as "any program of assessment, evaluation, certification, or testing (not necessarily paper and pencil) that is designed to determine whether individual students have reached a minimum level of performance predetermined as satisfactory."

Basic skills assessment is mandated by the Education Code of the State of California. Districts are required to assess the basic skills at designated intervals throughout the students' school careers. The tests are to be based on the standards of proficiency which the district has adopted. This multiple testing program is designed to allow for remediation of any basic skill areas in which individual students demonstrate deficiencies as they progress through school. After June of 1980, no student is to receive a diploma of graduation if he or she has not met the proficiency standards established by the school district.

Districts are required to assess the basic skills at designated intervals throughout the students' school careers.

All basic skills tests should provide for adequate assessment of oral language development, of all levels of reading comprehension, and of written expression. These tests should be as culturally unbiased as possible, and consideration should be given to the differing needs of students.

A Sequence of Reading Skills: Is One Better Than Another?

Much confusion exists regarding the use of a sequence of skills in the teaching of reading. Many educators have approached the problem as if there were only *one* possible sequence. At present, there is no definitive proof that a certain sequence is *the* only one. However, because certain subskills apparently must be learned to promote efficient reading, the use of *a* sequence of skills provides a logical means of ensuring that these skills are taught.

Future research may reveal definite evidence of a sequence of skills which will be useful for all students. Recent research efforts suggest that certain decoding skills are easier to learn than others.

Those who oppose the use of a sequence of skills and the teaching of subskills maintain that such an approach fragments the reading process and interferes with the essential factor in reading—comprehension. This is true when teachers lose sight of the fact that the teaching of subskills is a means to an end, not an end in

itself. Care must be taken to prevent the subskills from becoming the focus of instruction. It is important for the student to get ample practice in reading meaningful and interesting material.

Reading Management Systems: How Effective Are They?

When a management system is adopted for use in a school or classroom, a carefully planned in-service program in its use should be initiated.

Changes in society and in children's needs have dictated close attention to the individual child. The result of these changes is individualized instruction. Teachers find themselves facing another problem—how to individualize instruction to meet the wide range of differences in needs exhibited by the students in their classrooms.

In an effort to solve this problem, management systems have been devised which provide information to meet the individual needs of students in the classroom. Usually, the systems consist of diagnostic instruments, prescriptions for remediation of diagnosed difficulties, and various recordkeeping devices.

When used appropriately, management systems have proved helpful in individualizing instruction. However, teachers should be cautious in their use of such systems. The frequently held idea that each student should work alone most of the time with little direction from the teacher is not valid. Unless a teacher has a very small class, this situation can become unmanageable. Also, much valuable interaction between students is lost. Another pitfall to be avoided by teachers is the expenditure of excessive amounts of time on the mechanics of the management system, with a corresponding loss of instructional time.

When a management system is adopted for use in a school or classroom, a carefully planned in-service program in its use should be initiated. The initial period of the use of a management system in a school or classroom should be carefully monitored to avoid difficulties.

Readability Formulas: How Reliable Are They?

Several readability formulas are available for use in determining the approximate grade level of written materials. Most of these formulas use two criteria for assessing the difficulty of printed materials:

- Word difficulty: The greater the number of unfamiliar words the selection contains, the more difficult it is likely to be.
- Sentence length: The longer and more complex the sentences are, the more difficult the selection is likely to be.

These formulas can only estimate the approximate level of difficulty of written materials. A variety of additional factors account for the difficulty or ease with which a reader can understand written materials. Of these, the interest the reader brings to the material and his or her background of information concerning it are of vital importance to one's ability to comprehend the material. Whether the reader will be expected to read and comprehend the

material independently, or whether the material will be used with directed teaching also affects readability. Size of print, typeface, line length, the organization of paragraphs, types of headings, and even type and color of paper are factors which affect the readability of printed materials.

Teachers should be cautioned about accepting at face value designated readability levels of books as suitable for a particular group of students without examining the other factors involved. Often, it is desirable for a teacher to administer an informal reading inventory or a cloze test to students, using the content of the proposed material to determine whether it is appropriate for a particular group or individual.

"Mainstreaming": What Does It Mean?

Mainstreaming is the educational programming of handicapped individuals into the "least restrictive environment," allowing them to participate in regular educational activities and programs to the greatest extent that is beneficial to both the handicapped and non-handicapped population. Integration varies from part-time class involvement where social skills are stressed to a partial or full academic program.

The legislation which mandates mainstreaming is based on the belief that children need to learn together in order to take their places in a society that encompasses all ranges of abilities and achievements.

Classroom teachers must be prepared to meet the challenge of mainstreaming through careful program planning with the teachers who have been working with handicapped children, visits to the classroom where handicapped children are being educated at present, and frank discussions with the teachers of handicapped children. Support personnel must (by terms of legislation) be provided to ensure children's smooth transition into the regular classroom with help for transporting students, providing for their personal needs, and tutoring as necessary. The team approach to the education of these students may help dispel myths, stereotypes, and misconceptions about the handicapped.

Television: What Is Its Effect on Reading?

TV or no TV is no longer the question. Television is! Recent studies indicate that students spend considerably more time in front of the television set each week than they spend doing reading-related activities.

The power and pervasiveness of television give rise to disturbing questions. Educators are asking themselves whether schools should encourage the use of television as an instructional resource. Both the school and the home are addressing the question of how to encourage selective viewing habits and how to involve students in defining criteria for such selective viewing.

Because there is no possible way to avoid the influence of television, teachers must attempt to use this medium to improve their students' oral and written language through discussion, oral and

Because there is no possible way to avoid the influence of television, teachers must attempt to use this medium to improve their students' oral and written language.

written reports, and critical analysis; and they can use television viewing to motivate more extensive reading. When television is used in the classroom, adequate preparation must be made for purposeful introduction and follow-up. Television viewing should become an active learning process.

Censorship: How Should the School Deal With It?

The materials used in a classroom should be appropriate for the age and maturity levels of the students, for the objectives of the class, and in good taste relative to the values of the community.

The right of the school and the teacher to select literature appropriate for a class must be maintained. However, problems may arise when groups within a community question the use of materials that do not seem to meet their moral, religious, political, cultural, or ethnic values. This poses questions:

- What are the standards by which one judges a piece of literature for children, for teenagers, or for young adults?
- Can the same criteria be used to evaluate all books and to evaluate books for all readers?
- When the question of censorship arises, is the only consideration objectionable language or are concepts involved also?
- Should censorship be applied to books that seem to present questionable moral values or to depict racial or ethnic groups unfairly or to support unpopular political systems if the books have other redeeming values?

In a pluralistic society it would be impossible for all people at all times to agree on the value of all ideas. Those responsible for the selection of books and other materials for use in the classroom should make sure that they are appropriate for the age and maturity levels of the students, for the objectives of the class, and in good taste relative to the values of the community.

APPENDIX

A. Curriculum Planning for Integrated Language Arts Experiences

Utilizing the Unit Approach

The following outline of a sample unit is presented as a subunit of a larger curriculum plan on various forms of communication. It is intended to illustrate one of the most effective ways of developing skills and appreciations in the four language arts processes. A common theme, such as communication, gives meaningful content and focus as students read and study, think, express, and extend their knowledge by means of speaking and listening, further reading, writing, and dramatics.

Main Unit: Communication

Subunit: The Newspaper

AN INFORMATION SOURCE FOR CITIZENS IN A DEMOCRACY
(Suggested for use in grades six through nine)

Goal 1: Students will understand and know the functions of the main sections of a typical city newspaper.

Objective A: Students will study the sections of seven consecutive issues of an urban newspaper.

Objective B: Teams of two or more students will select a particular section of the chosen newspaper for an in-depth study. They will make oral and written reports about it to the class.

Objective C: The written reports will be combined with selected samples from the newspaper for compilation in a class book on the description and analysis of an urban newspaper.

Goal 2: Students will understand the contributions which newspapers make to the lives of all people in a democracy.

Objective A: Students will poll acquaintances, relatives, and friends for their observations and opinions concerning roles and importance of the newspaper.

Objective B: Students will discuss merits and difficulties of information found in newspapers.

Goal 3: Students will understand pitfalls and dangers in the common use of newspapers.

Objective A: Students will read critically the particular section of a newspaper they are studying to detect biased reporting and attitudes.

Objective B: Students will learn the characteristics of "doublespeak" and practice locating such subtle bias in the newspaper samples they are studying.

Objective C: Students will identify and find examples of such propaganda techniques as "glittering generalities," "testimonials," "card-stacking," "bandwagon," "name calling," "plain folks," and "transfer" in ads and articles.

A common theme, such as communication, gives meaningful content and focus as students read and study, think, express, and extend their knowledge.

Objective D: Students will practice writing various types of newspaper communication in both biased and unbiased ways. They will be able to delineate specifically the bias of their own writing and that of their classmates.

Goal 4a: Students will learn the job descriptions and actual work of various personnel needed for publishing an urban newspaper.

Objective A: Students will study the tasks of various personnel in the production of a newspaper through field trips, films, books, journals, and interviews.

Objective B: Teams of students will make specific job descriptions for a chosen or appointed type of newspaper person and add these descriptions to the class newspaper book.

Goal 4b: Students will practice writing articles and creating art forms typical of those found in newspapers. For relevancy, the materials should be centered in their school, their classrooms, and the community in which they live.

Goal 5: Students will make application of various uses of the newspaper through simulation games, role playing, creative dramatics, and play writing and presentation.

Objective A: Students will recreate dramatically an event described in their newspaper.

Objective B: Students will interpret creatively a personal ad which they have read and develop a play about it.

Objective C: Students will plan a market list for a specific purpose based on advertising in the newspaper.

Objective D: Students will debate issues on a specific editorial found in their newspaper.

Objective E: Students will write for advice on personal problems and supply answers to letters which have been written.

Goal 6: Students will read stories and factual materials about newspaper-making and the selling and use of newspapers for personal and pleasure reading. They also will write such stories and articles.

Objective A: Each student will read at least one short story and one factual description built around the making, selling, or reading of newspapers.

Objective B: Each student will tell or write a story built around the making, selling, or reading of newspapers.

One of the purposes of this framework is to furnish guidance to individuals who are responsible for developing the reading curriculum.

Goal 7: Students will create a class newspaper or journal which reflects as nearly as possible the actual steps taken to develop and distribute a newspaper.

Objective A: Students will identify and choose all needed personnel to produce a class newspaper.

Objective B: Students will cooperate in the multiple tasks of planning and producing a class newspaper.

Objective C: Students will plan and process the distribution of the completed class newspaper.

Goal 8: Students will compare and contrast the values, strengths, and weaknesses of newspapers, journals, radio broadcasts, and television programs for information gathering and distribution in America.

Objective A: Students will study an important news story as presented in two newspapers, a news journal, on the radio, and on television. They will compare and contrast the presentations and analyze reasons for likenesses and differences.

Objective B: Students will make hypotheses about authorships of news items read in Objective A and make analyses about differing types of bias or "doublespeak" they observe.

Objective C: Students will attempt to make generalizations about the type of communication which is best served by the various types of media at the present time in the United States. Their conclusions will be based on experiences completed through the use of objectives A and B.

APPENDIX

B. Selected References

In order for this framework to provide the maximum assistance to those using it, it should be used in coordination with the English Language Framework.

Books

Allen, Roach V. *Language Experience in Communication.* Boston: Houghton Mifflin Co., 1976.

Barbe, Walter, and Jerry Abbott. *Personalized Reading Instruction: New Techniques That Increase Reading Skill and Comprehension.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Barnes, Ellen, and others. *What's the Difference?* Syracuse, N. Y.: Human Policy Press, 1978. (This is an annotated bibliography and strategies for teaching all handicapped individuals.)

Burmeister, Lou E. *Reading Strategies for Middle and Secondary School Teaching* (Second edition). Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1978.

Carlson, Ruth K. *Speaking Aids Through the Grades.* New York: Teachers College Press, 1974.

Chall, Jeanne S. *Learning to Read: The Great Debate.* New York: McGraw-Hill Book Co., 1967.

Chall, Jeanne S. *Reading, 1967-1977: A Decade of Change and Promise.* Bloomington, Ind.: Phi Delta Kappa, Inc., 1977.

Ching, Doris C. *Reading and the Bilingual Child.* Newark, Del.: International Reading Association, 1976.

Dale, E., and J. O'Rourke. *Techniques of Teaching Vocabulary.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1971.

Durkin, Dolores. "Structural Analysis," in *Teaching Them to Read* (Third edition). Boston: Allyn & Bacon, Inc., 1978.

English Language Framework for California Public Schools. Sacramento: California State Department of Education, 1976.

Fader, Daniel. *New Hooked on Books.* New York: Berkley Publishing Corp., 1977.

Framework in Reading for the Elementary and Secondary Schools of California. Sacramento: California State Department of Education, 1973.

Guidelines for the Professional Preparation of Reading Teachers. Newark, Del.: Professional Standards and Ethics Committee, International Reading Association, 1978.

Guidelines: Towards Excellence in Reading Programs. Sacramento: California State Department of Education, 1978.

Handbook for Planning an Effective Reading Program. Sacramento: California State Department of Education, 1979.

Harris, Albert J. *How to Increase Reading Ability: A Guide to Developmental and Remedial Methods* (Sixth edition). New York: Longman, Inc., 1978.

Harris, Albert J and Edward R. Sipay. *How to Teach Reading: A Competency-Based Program.* New York: Longman, Inc., 1979.

Heilman, Arthur W. *Principles and Practices of Teaching Reading* (Fourth edition). Columbus, Ohio: Charles E. Merrill Publishing Co., 1977.

Hennings, Dorothy G. *Communication in Action: Dynamic Teaching of the Language Arts.* Chicago: Rand McNally and Co., 1978.

Herber, Harold L. *Teaching Reading in Content Areas* (Second edition). Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978.

Hill, Walter R. *Secondary School Reading: Process, Program, Procedure.* Boston: Allyn & Bacon, Inc., 1979.

Huck, Charlotte S. *Children's Literature in the Elementary School* (Third edition). New York: Holt, Rinehart & Winston, Inc., 1979.

Hyndman, Roger, and Julia Gottesman. *Scrip and Scrippage.* Los Angeles: Los Angeles Unified School District, 1976.

Ives, Josephine P., and others. *Word Identification Techniques.* Chicago: Rand McNally & Co., 1979.

Johnson, Dale D., and David Pearson. *Teaching Reading Vocabulary.* New York: Holt, Rinehart & Winston, 1978.

Karlin, Robert. *Teaching Elementary Reading: Principles and Strategies* (Second edition). New York: Harcourt Brace Jovanovich, Inc., 1975.

Karlin, Robert. *Teaching Reading in High School: Improving Reading in Content Areas* (Third edition). New York: The Bobbs Merrill Co., Inc., 1977.

Larson, Richard L. *Children and Writing in the Elementary School: Theories and Techniques.* New York: Oxford University Press, Inc., 1975.

Lee, Dorris, and Joseph B. Rubin. *Children and Language.* Belmont, Calif.: Wadsworth Publishing Co., Inc., 1979.

Linguistic Theory: What Can It Say About Reading? Edited by Roger W. Shuy. Newark, Del.: International Reading Association, 1977.

Loban, Walter, and others. *Teaching Language and Literature, Grades Seven to Twelve* (Second edition). New York: Harcourt Brace Jovanovich, Inc., 1969.

Lundsteen, Sara W. *Listening: Its Impact at All Levels on Reading and Other Language Arts.* Urbana, Ill.: National Council of Teachers of English, 1979.

McCracken, Robert A., and Marlene J. *Reading Is Only the Tiger's Tail.* San Rafael, Calif.: Leswing Press, 1972.

Miller, Phyllis A. "Considering Flexibility of Reading Rate for Assessment and Development of Efficient Reading Behavior," in *What Research Has to Say About Reading Instruction.* Edited by S. Jay Samuels. Newark, Del.: International Reading Association, 1978.

Miscue Analysis—Applications to Reading Instruction. Edited by Kenneth S. Goodman. Urbana, Ill.: National Council of Teachers of English, 1973.

Moffett, James. *A Student-Centered Language Arts Curriculum, Grades K—13: A Handbook for Teachers.* Boston: Houghton Mifflin Co., 1973.

Page, William D., and Gay S. Pinnell. *Teaching Reading Comprehension: Theory and Practice.* Urbana, Ill.: National Council of Teachers of English, 1979.

Pearson, P. D., and D. D. Johnson. *Teaching Reading Comprehension.* New York: Holt, Rinehart & Winston, Inc., 1978.

Petty, Walter T., and others. *Experiences in Language: Tools and Techniques for Language Arts Methods.* Boston: Allyn & Bacon, Inc., 1976.

Piercey, Dorothy. *Reading Activities in Content Areas: An Ideabook for Middle and Secondary Schools.* Boston: Allyn & Bacon, Inc., 1976.

One of the purposes of this framework is to provide the basis for developing the criteria for selecting instructional materials.

Pflaum-Connor, Susanna. *The Development of Language and Reading in the Young Child.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1978.

Popp, H. "Current Practices in the Teaching of Beginning Reading," in *Toward a Literate Society: A Report from the National Academy of Education.* Edited by John B. Carroll and Jeanne Chall. New York: McGraw-Hill, 1975.

The Psycholinguistic Nature of the Reading Process. Edited by Kenneth S. Goodman. Detroit: Wayne State University Press, 1973.

Reading Rx: Better Teachers, Better Supervisors, Better Programs. Edited by Joseph S. Nemeth. Newark, Del.: International Reading Association, 1975.

Robinson, H. Allan. *Teaching Reading and Study Strategies: The Content Areas.* Boston: Allyn & Bacon, Inc., 1978.

Rosenblatt, Louise M. *Literature as Exploration* (Third edition). New York: Modern Language Association of America, 1976.

Ruddell, R. *Reading-Language Instruction: Innovative Practices.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

Sanders, Norris M. *Classroom Questions: What Kinds?* New York: Harper and Row Publishers, Inc., 1966.

Sebesta, Sam L., and William Iverson. *Literature for Thursday's Child.* Chicago: Science Research Associates, 1975.

Smith, Carl B., and others. *Teaching Reading in Secondary School Content Subjects: A Book Thinking Process.* New York: Holt, Rinehart & Winston, 1978.

Smith, Frank. *Reading Without Nonsense.* New York: Teachers College Press, 1979.

Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read* (Second edition). New York: Holt, Rinehart & Winston, 1978.

Smith, James A. *Adventures in Communication: Language Arts Methods.* Boston: Allyn & Bacon, Inc., 1972.

Smith, Nila B. *Reading Instruction for Today's Children.* Englewood Cliffs, N.J.: Prentice Hall, 1963.

Smith, Richard J., and Thomas Barrett. *Teaching Reading in the Middle Grades.* Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1979.

Spache, George D., and Paul C. Berg. *Art of Efficient Reading* (Third edition). New York: Macmillan Publishing Co., Inc., 1978.

Stauffer, Russell G. *The Language Experience Approach to the Teaching of Reading.* New York: Harper & Row Publishers, Inc., 1970.

Teaching Word Recognition Skills. Compiled by Mildred A. Dawson. Newark, Del.: International Reading Association, 1970.

Tiedt, Iris M. *Exploring Books with Children.* Boston: Houghton Mifflin Co., 1978.

What Research Has to Say About Reading Instruction. Edited by S. Jay Samuels. Newark, Del.: International Reading Association, 1978.

Wilson, Robert M., and Mary A. Hall. *Programmed Word Attack for Teachers.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1979.

Zintz, Miles V. *The Reading Process: The Teacher and the Learner* (Second edition). Dubuque, Iowa: William C. Brown Co. Publishers, 1975.

The information contained in some written materials is so vital that the ability to read it is a lifesaving experience.

Periodicals

Chomsky, Carol. "After Decoding: What?" *Language Arts*, Vol. 53 (March, 1976), 288—296.

Guthrie, John T., and Mary Seifert. "Letter-Sound Complexity in Learning to Identify Words," *Journal of Educational Psychology*, Vol. 69 (December, 1977), 686—696.

Hittleman, Daniel K. "Readability, Readability Formulas, and Cloze: Selecting Instructional Materials," *Journal of Reading*, Vol. 22 (November, 1978), 117—122.

Hoffman, James V. "Relationship Between Rate and Reading Flexibility," *Reading World*, Vol. 17 (May, 1978), 325—328.

Indrisano, Roselmina. "The Basics: Managing the Classroom Reading Program," *Instructor*, Vol. 87 (January, 1978), 117—120.

Jensen, Poul E. "Theories of Reading Speed and Comprehension," *Journal of Reading*, Vol. 21 (April, 1978), 593—600.

Lawrence, Paula S., and Barbara M. Simmons. "Criteria for Reading Management Systems," *Reading Teacher*, Vol. 32 (December, 1978), 332—336.

McLaughlin, Milbrey W., and David D. Marsh. "Staff Development and School Change," *Teachers College Record*, Vol. 80 (September, 1978), 69—94.

Moray, Geraldine. "What Does Research Say About the Reading Interests of Children in the Intermediate Grades," *Reading Teacher*, Vol. 31 (April, 1978), 763—768.

Ricker, Kenneth S. "But Can They Read It? A Look at Readability Formulas," *Science Teacher*, Vol. 45 (March, 1978), 22—24.

Standal, Timothy C. "Readability Formulas: What's Out, What's In?" *Reading Teacher*, Vol. 31 (March, 1978), 642—646.

One of the purposes of this framework is to serve as a resource for district personnel responsible for the in-service education of teachers.

APPENDIX

C. Glossary

Reading always has been—and remains—a means of assimilating information, acquiring knowledge, gaining insight, and receiving inspiration from individuals who are not available for face-to-face conversations and interactions.

Academic learning time—The amount of time a student spends attending to academic tasks while also performing with a high success rate.

Assessment—A planned process to investigate the strengths and weaknesses of a process, product, or skill.

Auditory discrimination—The ability to discern differences between sounds that are similar.

Aural—Refers to the sense of hearing. *Oral* refers to the spoken word.

Class climate—Refers to the classroom conditions, environment, and setting which influence adjustment and learning.

Cloze procedure—A technique used in testing, practice work, and determination of readability. It involves deletion of words from the text and leaving blank spaces. Measurement is made by rating the number of blanks which are filled in correctly.

Comprehension—Understanding the meaning of printed or spoken language.

Competency testing—Testing for predetermined levels of performance on specified skills in selected curricular areas.

Contemporary issues—Concepts and ideas related to reading and reading instruction which are somewhat controversial because of inadequate information.

Decoding—The process of grouping letters into sounds in order to read words.

Diagnosis—An analysis using formal and/or informal measures to determine a reader's strengths and weaknesses in reading.

Encoding—The process of separating whole words into smaller parts for the purpose of syllable pronunciation and/or spelling facility.

Evaluation—The process of appraising the effectiveness or value of a learning experience, teaching process, or program function based on educational standards or other specific standards.

Holistic—The process of assessing the overall product or result of a specified activity, such as a written essay, rather than assessing specific mechanical functions to achieve the product.

Kinesics—Nonverbal communication using various body signals, body language.

Kinesthetic—Use of the body and/or hand movements to reinforce the understanding, mechanics, writing, and spelling of language. Usually involves tracing a word with the finger or instrument while saying the word aloud.

Learning environment—Refers to the conditions, environment, and setting which influence learning and student adjustment.

Learning style—The avenue or avenues through which an individual is more receptive to learning (auditory, visual, kinesthetic). An individual's heredity, experience, and personality affect his or her learning style.

Linguistic approach—The linguistic approach is based on the principle that language precedes reading and that reading is a language-related process. Reading instruction should be based on a child's own language, so that instead of learning phonic rules in order to read, the student is helped to arrive at the rules as a result of working with a considerable amount of reading material. The student who has a successful background of language development and has learned a minimum amount of sight vocabulary can begin to use this reading knowledge to formulate phonic rules.

Literacy—Generally defined as the ability to read and write at the level of an average newspaper article.

Mainstreaming—The educational programming of handicapped individuals into the "least restrictive environment," allowing them to participate in regular educational activities and programs to the greatest extent possible as is beneficial to both the handicapped and nonhandicapped populations.

Management system—A method of pulling together the diagnosis, prescription, evaluation, and recordkeeping involved in an instructional program. Although there are many management systems in use, almost all of them have these basic elements: a skills continuum, a testing program, a retrieval system, and a recordkeeping system.

Miscue—Is used to analyze a student's oral reading. Occurs each time there is a difference between what the reader thinks is printed on the page and what is actually there. The quality and variety of the miscues is significant, not the number.

Morpheme—The smallest meaningful unit of which a language is composed. May be a single word (the), a root word in a larger word, an affix, or an inflectional ending.

Motivation—The incentives, both inherent and acquired, which initiate and sustain any given activity.

Oral—See aural.

Phoneme—A speech sound or a group of variants of one speech sound.

PQRST—Preview, question, read, survey, test. A study procedure.

Prescription—Using the results of individual and/or group formal and informal testing to select instructional activities which relate to a student's reading strengths and weaknesses.

Psycholinguistics—The study of linguistic behavior as conditioning and conditioned by psychological factors.

Psycholinguistic process—Employs sensory input through auditory, visual, and kinesthetic senses, followed by visual, articulatory, and motor output through the reading, writing, and speaking processes. The linguistic aspects of the system include sequencing phonemes and graphemes, visual and auditory discrimination of differences, and the sequence of words in meaningful context.

Readability—An objective measure of the difficulty of a book, usually in terms of average sentence length, vocabulary load, and/or interest level.

Readers' theater—An activity whereby students choose various portions from the same selection and, while sitting on stools or chairs, read orally to model oral reading and to interpret the materials to the audience.

Resource person—Serves as a source of ideas and materials for instruction. Presents newly located resources to the teachers at one or more schools.

While educators agree about the purposes and values of reading, they differ widely in their definitions of reading and the procedures they use or recommend using for providing instruction in reading.

Scanning—A reading technique of glancing quickly through reading material to answer a question or locate pertinent information. Appropriate when using a telephone book, an encyclopedia, or when glancing through text type material to find a specific item of information.

Skimming—A speeded reading skill involving quickly looking through material for purposes of preview, overview, or review.

SQ3R—A formula for study involving:

S (Survey) Surveying the chapter or reading material by reading the title and introductory paragraph(s), noting headings (usually in boldfaced type), noticing key or important italicized words, looking at pictures, graphs, charts, maps, and captions, and reading the author's summary.

Q (Question) The reader asks rapid-fire questions regarding boldface headings to motivate himself or herself to read for specific purposes.

3R (Read, Recite, Review)

Read—Reading everything which had not been read thus far.

Recite—Reader tries to recall mentally main ideas of the reading, pointing out details which support the main ideas.

Review—Glancing over material to ensure that no main ideas have been overlooked. The second review occurs shortly before testing or discussion.

APPENDIX

D. Criteria for Evaluating Instructional Materials in Reading

ADOPTED BY THE CALIFORNIA STATE BOARD OF EDUCATION ON JULY 10, 1980.

I. Introduction

A. Introductory Statement

"Reading is the active process of deriving meaning from written symbolic representations of language."[1] It is a complex language and thought process that involves all of the interrelated areas of the language arts, including listening, speaking, reading, and writing. Materials for the teaching of reading should reflect these relationships. Reading is influenced by the reader's language, experience, interests, attitudes, perceptions, culture, and abilities. Effective teaching and learning materials must provide for the inclusion of these factors.

The developmental reading program recognizes three overlapping and interrelated stages:

1. Learning to read—students learn to decode and bring meaning to the printed page.
2. Reading to learn—students read printed material to gain information.
3. Reading for life—students use the ability to read to achieve career goals, to function in society, and to gain personal satisfaction.

As students prepare to approach new levels of reading for new goals in life, materials used should include aspects of readiness for that level, followed by learning, practice, and application.

B. Authorship

1. Should include experts whose interests range from basic research to practical classroom techniques in teaching reading
2. Should include experienced writers who understand the interests and moods of today's youth

C. Materials

Materials used in the reading program should reflect the philosophy expressed in the *Reading Framework* and its related document, the *English Language Framework*.[2] In keeping with that philosophy, materials must include provision for instruction that:

- Enables students to comprehend written material at the literal, interpretive, and critical levels consistent with their interests and abilities
- Enhances a positive attitude toward books and other written works to stimulate further learning and reading for personal development
- Considers the students' language, vocabulary, and experiential backgrounds as a primary dimension of the reading act
- Builds on individual learning strengths, regardless of grade placement, age, achievement, intellectual potential, interests, attitudes, sex, social maturity, or ethnic, cultural, or racial backgrounds
- Provides a plan for continuous progress in the skills of reading through appropriate methods, techniques, media, or modalities of learning, including divergent and convergent thinking skills

One of the purposes of this framework is to establish guidelines for evaluating reading programs.

[1] *Reading Framework for California Public Schools—Kindergarten Through Grade Twelve.* Sacramento: California State Department of Education, 1980. p. 3.

[2] *English Language Framework for California Public Schools.* Sacramento: California State Department of Education, 1976.

- Provides opportunity for students to develop listening, speaking, writing, and study skills that are necessary to the development of reading
- Offers many opportunities for students to apply skills in a variety of materials and settings
- Includes literature selections that help students develop a system of values
- Provides materials that may be used by students with their families at home and that will reinforce and extend the reading skills developed in school

Materials in English for non-native speakers should follow the syntactical patterns taught in the oral language program. Materials in languages other than English should be included when available and when in conformance with these criteria.

Materials for instruction in reading must also reflect the legal requirements stated in the California Education Code.

The foundation for developing an effective reading program is based on understanding the nature of reading, the value of reading, the purposes of reading instruction, and the elements to be included in an effective course of study.

II. Content of Materials Used in a Developmental Reading Program

A. Instructional Components

1. Reading Readiness
   a. Materials should provide for succeeding levels of complexity in concepts, ideas, and skills.
   b. Provision should be made for experiences that develop and refine auditory and visual perception, discrimination, and memory; other multisensory skills; and perception of spatial and directional relationships.
   c. A variety of materials should be provided that build on the experiences the reader brings to the reading task.

2. Language and Linguistics
   a. Materials should recognize the primacy of oral language as the foundation for written communication skills.
   b. Materials should provide for the integration of listening, speaking, reading, and writing skills.
   c. Materials should also provide for the structured, formal growth in listening, speaking, and writing.
   d. Sentence structure should be based on the student's natural flow of language.

3. Vocabulary and Concept Development
   a. Provision should be made for direct, sequential development of vocabulary, with opportunities for application to meaningful situations.
   b. Materials should include work with special vocabularies used in the content areas.
   c. Materials should provide practice in the use of syntactic and semantic context clues and structural analysis.

4. Comprehension
   a. Materials should stress reading as a meaning-seeking process.
   b. Materials should give students opportunities to develop comprehension skills at the literal, interpretative, and critical/applicative levels.
   c. Materials should provide a variety of questions at different comprehension levels before, during, and after the reading experience.

d. A variety of activities should be provided which encourage the development of creativity as an integral aspect of the instructions.

5. Decoding/Language Processing
   a. Materials should provide instruction for the development of independent word attack skills, including recognizing letter-sound relationships, whole word identification, spelling pattern-sound-pattern relationships, structural analysis, context clues, and recognition of signals of meaning, such as punctuation marks.
   b. Materials should enable students to read with fluency and, without conscious thought, to use decoding/language processing skills.

6. Study Skills
   a. Materials should be provided for instruction in locating, organizing, summarizing, and analyzing information.
   b. Materials should offer experiences and instruction in adapting the reading rate to the purposes for reading.
   c. Provision should be made for instruction in interpreting illustrations, graphs, maps, and charts.

B. Attributes Relating to Students' Feelings and Values

1. Materials should stimulate students' variant interests and have variety and appeal for reading for different purposes.
2. Materials should represent such a range of difficulty that the slow-learner will not be discouraged and the gifted will not be bored.
3. Materials should include both literature and exposition, with a variety of subjects and themes.
4. Materials should help children understand themselves and others.
5. Materials should illustrate and reinforce positive ethical and social values.
6. Materials should help students develop a positive self-image and appreciation for others.
7. Materials should lead to positive attitudes toward different cultures, creeds, and ethnic groups through inclusion of accurate representative pictures and stories.
8. Materials should provide role models and age variation that expand the horizons of both boys and girls and avoid the portrayal of stereotyped behaviors.
9. Materials should portray positive interaction between and among various individuals and groups, such as racial, cultural, socioeconomic, age, and sex and those with varying geographical orientations.
10. Materials should be designed to help the student identify the values and value systems of our multicultural society.
11. Materials should help students identify the ways the language and literature shape human values and the quality of human interaction in a democratic, pluralistic society.
12. Materials should allow for a variety of teaching and learning styles in individual work, small group work, and both teacher-directed and independent study.

C. Instructional, Media, and Supplementary Materials

Instructional, media, and supplementary materials should complement and reflect the philosophy and content of these criteria. These include textbooks, workbooks, paperbacks, booklets, scripts, magazines, and newsletters; visuals, such as pictures, films, filmstrips, realia; auditory

When readers are able to make a match between their experience, language abilities, and the author's message, meaning occurs.

materials, such as cassette tapes and records; and manipulatives, such as games, puppets, flash cards, and flannel boards.

1. All materials should:
   a. Develop, reinforce, and strengthen skills.
   b. Enrich the students' learning experiences and enhance aesthetic enjoyment.
   c. Be in an appropriate medium for achieving the expressed objectives.
   d. Portray characters of various ethnic backgrounds or sexes as individuals in a variety of roles rather than as stereotypes.
   e. Be usable for group and individualized instruction.
   f. Be appropriate in presentation, maturity level, and length for the intended audience.
   g. Be durable and convenient to store and handle.
   h. Allow for reasonable replacement of components as needed.
   i. Portray a variety of realistic or imaginative settings and of physical, social, and geographic environments reflecting the appropriate time period.
   j. Stimulate creative thinking for a variety of response levels.
2. Print and visual material should:
   a. Use material of a quality appropriate for extended use.
   b. Use letter symbols that are clear, readable, and appropriate to the content of the material.
   c. Use diagrams, charts, graphs, and maps to strengthen study and locational skills.
   d. Use color, as appropriate, in a variety of illustrations, such as pictographs, collages, or art prints, which are related to the selections.
   e. Use aesthetically designed format, layout, and visual arrangements.
3. Auditory materials should:
   a. Present voices that are clear, modulated, and appropriate to the roles portrayed.
   b. Have technical quality which captures authentic sounds.

Assessing students' skills and evaluating students' progress in order to assign instructional tasks appropriately are essential to ensure continuous progress.

D. Assessment and Evaluation

Assessment and evaluation may be formal or informal, such as teacher observation; sampling, using diagnostic/prescriptive materials; and criterion-reference testing.

Assessing students' skills and evaluating students' progress in order to assign instructional tasks appropriately are essential to ensure continuous progress; therefore, the program should provide:

1. Initial placement test followed by pre- and post-assessment, with explicit instructions for administering and scoring
2. Tests for each level to appraise growth in the several aspects of the reading process
3. Suggested informal means to assist teachers in assessing a student's behavior in relation to materials utilized
4. Suggestions and techniques for recording teacher observations
5. An instrument with simple procedures for recordkeeping, individual and/or group, with clearly defined legends
6. Criterion-referenced measures for making day-to-day decisions about instruction

III. Teacher Materials

Teacher materials include teachers' editions of textbooks and other materials provided for teacher use.

All teacher materials should be consistent with the philosophy and content of the *Reading Framework for California Public Schools.*

A. Format

1. Material should be organized in a clear, concise, and visually useful manner.
2. Reproduction of annotated student pages should be presented in proximity to lesson plans with readable print size.
3. Material should offer provision for personal records and notations.

B. Introduction

Material should provide:

1. A clear statement of program philosophy with supportive research
2. Brief information on learning theories, reading models, and/or instructional approaches on which the material is based
3. An explanation of ways the materials may be used to meet individual needs of learners, including language backgrounds, ability levels, and learning styles
4. An explanation and rationale for the evaluation procedures used to assess student progress
5. Recommendations for organizing for instruction (consistent with program philosophy)
6. An overview of the complete program, including scope and sequence of skill presentation
7. An overview of preceding and following levels
8. An overview of the level of the program covered by the teachers' edition
9. A description of the material components at a particular level, with clear recommendations for their interrelated use
10. An overview of each unit within the teachers' edition
11. A clear description of the consecutive steps used in presenting lessons in this system

C. Lesson Plans

The flow of lesson plans maintains the integrity of the skills sequence. Each lesson plan should include:

1. A clearly stated instructional objective related to the learning as well as the background of the learner
2. A structure to teach to the specific objective, with appropriate questions and activities that match the learning
3. A purpose for reading
4. Suggestions for helping the teacher focus the learners' attention on the objective
5. Suggestions for introducing vocabulary
6. Various levels of questioning for guided reading
7. Suggested opportunities for the instructor to observe the learners' progress through the required steps of the lesson
8. Suggested ways for the instructor to involve actively all learners in responding to questions throughout the lesson
9. Suggested ways for the instructor to give learners immediate feedback on the correctness of their answers
10. Suggested strategies for motivating students
11. Ways for the teacher to involve the learners in personally restating the learning that has taken place

D. Lesson Plans with Instructional Objectives

Lesson plans with instructional objectives should include, as appropriate, the areas of phonetic and structural analysis, vocabulary building, and development of comprehension at all levels. The plans may include:

A developmental reading program is a school's systematic plan to provide learners the opportunity to start at their appropriate reading levels and to advance toward the goal of becoming proficient readers.

Reading readiness is viewed as a lifelong process in which the reader prepares to approach new types of reading for new goals in life.

1. Strategies for teaching reading, including the use of listening, speaking, and writing skills
2. Suggestions for helping learners use reading skills outside the classroom
3. Teaching strategies that provide for differences in learning modes, interests, and achievement
4. Activities that are imaginative, have variety, and utilize various response modes
5. Teaching strategies that help develop independent readers and learners
6. Teaching strategies to promote the application of the skills of reading in various subject areas
7. Teaching strategies that provide for the development of study and reference skills
8. Teaching strategies to allow for a variety of teaching and learning styles in individual work, small group work, large group work, and activities for both independent study and teacher directed study

IV. Evaluation

A. Includes tests for placing pupils at the proper instructional levels

B. Includes an informal reading inventory for placing individual pupils and locating specific reading needs

C. Includes criterion tests at frequent intervals

D. Includes mastery tests at appropriate progression points throughout the program

E. Includes easily administered diagnostic procedures to assess:

1. Attitudes toward reading
2. Listening skills
3. Language skills and oral proficiency
4. Reading interests
5. Comprehension development
6. Word analysis, including use of phonetic and structural elements

79321—300 6-79 50M

78-239 03-0942 10 0 50M